DOCUMENT RESUME

ED 252 151 HE 018 011

AUTHOR	Findlay, Margaret A., Comp.; Martin, Penny, Comp.
TITLE	Bibliography of Education Theses in Australia. A List of Theses in Education Accepted for Higher Degrees at Australian Universities and Colleges in 1982.
INSTITUTION	Australian Council for Educational Research, Hawthorn.
SPONS AGENCY	Australian Education Council, Melbourne.
PUB DATE	Jul 84
NOTE	73p.
AVAILABLE FROM	Australian Council for Educational Research, Limited, P.O. Box 210, Hawthorn, Victoria, Australia 3122 ($13.00).
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Abstracts; Annotated Bibliographies; *Doctoral Dissertations; *Education Majors; Foreign Countries; Higher Education; *Masters Theses
IDENTIFIERS	*Australia

ABSTRACT

Annotated bibliographies of 238 education theses for masters and doctoral degrees in Australia for 1982 are presented. Included for each thesis are the author, title, date, abstract, index terms, the degree for which the thesis was submitted, and the awarding institution. A subject and author index is also included. The index terms or descriptors were assigned to the theses using the "Australian Thesaurus of Education Descriptors." In addition, a list of universities by region indicates the number of theses submitted to each university. The collection of theses should save future degree candidates time searching the holdings of individual institutions. In addition, librarians and researchers searching in the educational areas will have access to a central, permanent, and complete bibliographical list that will be updated by subsequent volumes. Finally, the list can help avoid duplication, provide new ideas, and be the means for pointing the way for future research.(SW)

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ED252151

Australian Education Council
Higher Degree Theses in Education Project

BIBLIOGRAPHY OF EDUCATION THESES IN AUSTRALIA

A LIST OF THESES IN EDUCATION ACCEPTED FOR HIGHER DEGREES AT AUSTRALIAN UNIVERSITIES AND COLLEGES IN 1982

Compiled and edited by

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Frequency: Annual

ISSN 0811-0174

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INTRODUCTION

The findings of higher degree research are of value to the education community and further research. They contribute much to the knowledge because of the highly specialized character of the data – the results of research under expert guidance – and because of the wide use of primary sources, experimental investigations, and statistical information. These studies present a storehouse of valuable research which should be available for dissemination.

Research studies conducted for higher degrees at universities and colleges are rarely disseminated through the usual channels of information transfer. Although some theses deservedly find their way into print as books, and others are partially recorded as articles in periodicals or as parts of research series, most remain as unpublished theses deposited in university or college libraries. Usually the only mention of their existence is through such publications as the *Union List of Higher Degree Theses in University and College Libraries* (University of Tasmania Library) and in annual listings of research by the higher education institutions. Few listings of theses in the field of education have been attempted in Australia. The Library of the Australian Council for Educational Research compiled *Theses in Education and Educational Psychology Accepted for Degrees at Australian Universities, 1919 to 1950* (ACER, 1953) and *Supplement, 1951 to 1953* (ACER, 1955) which was followed by *Education Theses: A List of Theses in Education Accepted for Higher Degrees at Australian Universities* (Brown, 1974). The *Australian Education Index* included entries for some theses up till 1978. However, when the procedures for the compilation and production of the *Australian Education Index* were modified in 1979, indepth subject analysis of documents was adopted and theses were omitted from the files because of the difficulty of obtaining copies of the theses or abstracts.

The Australian Education Council at the 44th meeting, October 1981, accepted the recommendation of the Working Party on Information Retrieval to support a project to identify, collect citations and include higher degree theses in the *Australian Education Index* database.

The uses of providing access to this information source are numerous:

- A collective inventory of the theses should save future degree candidates time searching the holdings of individual institutions.
- Librarians and researchers searching in the educational areas now will have access to a central, permanent and complete bibliographical list which will be kept up-to-date by subsequent volumes.
- The list can help to avoid duplication, provide new ideas and be the means for pointing the way for future research: for example, by designating the areas which are currently being explored; by identifying the approach to research which may be historical, descriptive or statistical; by detailing the methodology used in studies and surveys; by encouraging the examination of controversial issues or experiments, and by indicating gaps in knowledge.

The first and second stages of the Higher Degree Theses in Education Project involved the identification, collection and indexing of theses which were accepted by universities and colleges in 1980 and 1981. Citations for these theses were compiled and published in the first volumes of the series. This third volume contains entries for two hundred and thirty-eight theses which were accepted in 1982. Details were collected through the assistance of the libraries of the universities and colleges and also the faculties of education. There has been a concerted effort by all personnel to ensure that all appropriate titles have been included.

Distribution of theses among the universities and colleges is detailed as follows:

Australian Capital Territory	
Australian National University	3
Canberra College of Advanced Education	8
	11
New South Wales	
Macquarie University	12
University of New England	36
University of New South Wales	4
University of Newcastle	5
University of Sydney	35
University of Wollongong	0
	92
Queensland	
Brisbane College of Advanced Education	0
Griffith University	0
James Cook University of North Queensland	0
University of Queensland	12
	12
South Australia	
Flinders University of South Australia	14
University of Adelaide	2
	16
Tasmania	
Tasmanian College of Advanced Education	0
University of Tasmania	2
	2
Victoria	
La Trobe University	14
Melbourne College of Advanced Education	0
Monash University	62
University of Melbourne	20
	96
Western Australia	
University of Western Australia	8
Western Australian Institute of Technology	0
Murdoch University	1
	9
TOTAL	238

Theses for degrees at both master and doctoral levels were collected. Subject coverage was determined by topics which are relevant to education and not restricted to those theses produced through the faculties or departments of education. The diversity of degrees in the area of education is shown in the following statistics:

Doctor of Philosophy	33
Master of Education	140
Master of Educational Administration	14
Master of Educational Studies	25
Master of Arts	16
Master of Psychology	1
Master of Social Studies	1
Master of Physical Education	1
Master of Librarianship	4
Master of Social Work	1
Master of Human Movement Studies	1
Master of Social Planning & Development	1
	238

Descriptions of theses in this volume follow closely the format adopted by the *Australian Education Index*. Details include title, higher degree and awarding institution, date. Authors' abstracts are included although modifications have been made to longer abstracts. An example of an entry follows:

85

Halsey R J

Vocationalism in education; a description and analysis of courses and recruitment procedures at a South Australian Secondary School. MEd: Flinders University of South Australia.

> The theoretical framework for this thesis is the sociology of knowledge and that aspect of it which is primarily concerned with the social construction of reality. Schools as societal institutions are engaged in the construction and transmission of social realities to students in many ways. In this report it is endeavoured to demonstrate that the social reality transmitted to students at a secondary school in South Australia is one characterised by job training and work–it is vocational reality. To establish the character of the social reality nurtured by the school, a detailed description and analysis of the curriculum emphasis and course organisation is presented. Specifically, course details, student recruitment procedures and teacher and student perceptions of the school's Year 11 program are examined. In this way it has been possible to tease out elements of the curriculum options and what teachers say about the various Year 11 courses which foster the vocational reality. In recent years there has been a growing interest in the field of school-to-work transition and programs which claim a degree of specialisation in this area. Most of the research on these programs has focused on success rates for employment which, in turn, has rapidly become a criterion for determining their value. However, there has been very little work undertaken on vocational courses in terms of a theoretical framework such as that used for this research. Consequently, this case study represents a new approach to explaining what schools are doing through the courses they offer based on the sociology of knowledge and in particular, the social construction of reality.

Education work relationships; Transition education; Vocational education; South Australia.

Arrangement in the main entry section is alphabetical by author. Each thesis has been subject analysed and descriptors selected from the *Australian Thesaurus of Education Descriptors* (1984) are assigned. These descriptors form the file for the Subject Index. Reference is made from terms in the Subject Index to the theses in the Main Entry section through the item number.

This listing can be utilized as a supplement to the *Australian Education Index*, thus providing information on research activities additional to those already announced in the Australian Education Index. The file of this listing has been included in the database of the *Australian Education Index* and online access is available through AUSINET and other information systems.

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Union List of Higher Degree Theses in University Libraries. Hobart: University of Tasmania Library, 1967-.

HIGHER DEGREE CODES

Australian Capital Territory	
Australian National University	
Master of Arts	MA
Master of Administration	MAdmin
Doctor of Philosophy	PhD
Canberra College of Advanced Education	
Master of Education	MEd
New South Wales	
Macquarie University	
Doctor of Philosophy	PhD
Master of Arts (Honours)	MA(Hons)
Master of Arts	MA
University of New England	
Doctor of Philosophy	PhD
Master of Education	MEd
Master of Educational Administration	MEdAdmin
Master of Arts (Honours)	MA(Hons)
Master of Education (Honours)	MEd(Hons)
University of New South Wales	
Master of Education (Honours)	MEd(Hons)
University of Newcastle	
Doctor of Philosophy	PhD
Master of Education	MEd
Master of Psychology (Education)	MPsych(Ed)
University of Sydney	
Doctor of Philosophy	PhD
Master of Education	MEd
Master of Arts (Pass) in Education	MA(Pass) in Education
Master of Social Studies	MSocStud
Queensland	
University of Queensland	
Doctor of Philosophy	PhD
Master of Education	MEd
Master of Education Studies	MEdSt
Master of Arts	MA
Master of Human Movement Studies	MHMS
Master of Social Planning & Development	MSPD
South Australia	
Flinders University of South Australia	
Doctor of Philosophy	PhD
Master of Education	MEd
Master of Educational Administration	MEdAdmin
Master of Arts	MA
University of Adelaide	
Master of Education	MEd
Master of Arts	MA
Tasmania	
University of Tasmania	
Master of Education	MEd
Master of Educational Studies	MEdStud

Victoria

La Trobe University	
Doctor of Philosophy	PhD
Master of Education	MEd
Master of Arts	MA
Master of Social Work	MSocWork
Monash University	
Doctor of Philosophy	PhD
Master of Education	MEd
Master of Arts	MA
Master of Librarianship	MLib
Master of Educational Studies	MEdSt
University of Melbourne	
Doctor of Philosophy	PhD
Master of Education	MEd

Western Australia

University of Western Australia	
Master of Education	MEd
Master of Physical Education	MPhysEd
Murdoch University	
Doctor of Philosophy	PhD

1
Agustiar
An evaluation of the efficiency and effectiveness of some higher education institutions in Indonesia. PhD: Macquarie University, 1982.

This thesis postulates that evaluation is an important means to improve the efficiency and effectiveness of an institution of higher education. Three major problems addressed in the thesis are: (a) how to assess or evaluate the efficiency and effectiveness of an institution of higher education; (b) what variables account for the efficiency and effectiveness of an institution of higher education; (c) how to improve the efficiency and effectiveness of an institution of higher education. To investigate the problems, two kinds of data are collected from six state institutions of higher education in Indonesia. The first kind is the data collected by using questionnaires administered to students, teaching staff and administrators. The second kind is the data collected from the records available at the institutions under study. The following major results are discussed: (i) the main dimensions of student educational satisfaction, (ii) the important variables that account for and help explain student performance, (iii) the important variables that account for the efficiency and effectiveness of an institution of higher education, (iv) a set of general criteria with which to evaluate the efficiency and effectiveness of an institution of higher education, (v) a parsimonious causal path model for evaluating the efficiency and effectiveness of an institution of higher education.

Higher education; Institutional role; Organisational effectiveness; Indonesia

2
Ahrens M A
A personal development programme for adolescent girls. MEd: University of New England, 1982. Thesis submitted in partial fulfilment of requirements for Master of Education. No abstract.

Contents include approaches to moral education; personal development in the classroom, including nonverbal communication skills, verbal communication skills, and interpersonal problems.

Adolescents; Females; Individual development

3
Alexander F J
Problems of rural school principals. MEd: University of New England, 1982. Thesis submitted in partial fulfilment of requirements for Master of Education.

This paper is designed to show to young and inexperienced rural school principals the problems that they are likely to meet in their careers. To do this up to thirty different opinions of Queensland primary school principals who were accessible to the author have been used. These were chosen because of their experience in the field. The real value of this thesis lies in presenting principals' experiences for reading by the inexperienced. Data collection was done by interviews and, in the case of northern schools, these were conducted with northern principals holidaying in Brisbane. Literature closely related to the subject is difficult to find, but use has been made of many texts which deal with the subject in a more general manner while not referring specifically to school principals. It is not seen that new knowledge has been contributed by this paper, but, what it has done, is provide interested school principals with the experiences of others as a basis for their own learning.

Administrator responsibility; Principals; Rural schools; Queensland

4
Anderson M M
Towards a new approach for aesthetic education in primary schools. MEd: University of New England, 1982. Thesis submitted in partial fulfilment of requirements for Master of Education.

This thesis focuses on two related issues, curriculum change and the preparation of teachers to effect such change. It is concerned with establishing a direction of change and providing beginning teachers with the knowledge and skills to get on with the job. If education would claim that it is concerned with the development of the total child and that it provides access to the means by which life is enriched, then it should take a good look at what it does in its schools and colleges in respect to the arts. The first step then is to de-mystify the aesthetic and define it in terms that places it squarely within the responsibility of all teachers. Then, to establish the contribution that aesthetics as a conceptual philosophical study in its own right can make to Aesthetic Education. A broad concept of Aesthetic Education is proposed that allows the several arts to be combined. Such a combination can contribute to the development of aesthetic awareness in children where separate arts programmes have not done so in the past. A critical glance over the shoulder provides a salutary warning against repeating yesterday's mistakes. The related problems of curriculum change and teacher preparation are examined with a view to making tentative recommendations for the future.

Aesthetic education; Art education; Curriculum development; Australia. Curriculum Development Centre

5
Ashe R C
Decision making in New South Wales secondary schools. MEdAdmin: University of New England, 1982. Thesis submitted in partial fulfilment of requirements for Master of Education. No abstract.

Contents include the concept of decision making; the role of teachers; leadership and supervision; schools as organisations; bureaucracy; professionalism and schools; participative leadership models; and survey data.

Decision making; School administration; Teacher administrator relationship; Teacher role; New South Wales

6
Askew M R
The diffusion of useful knowledge: Mechanics Institutes in nineteenth century Victoria. MA: Monash University, 1982. 179l.
Restriction on photocopying until 21.5.85.

The original intention of this study was to achieve some general overview of the development of Mechanics' Institutes in Victoria, a theme relatively unexplored in Victorian social history. Rather than an exercise in antiquarian particularisation and chronology, this enquiry offered more the means to focus on institutional / community interaction, to investigate the people who founded and maintained the Institutes, what constituted their concerns and objectives, and not so much what they said they would do, but what they actually did. Melbourne Institute is examined in this thesis, because it was the first Institute established in Victoria in 1839. It was also a basis of comparison with the later institutes which burgeoned during the gold rush period. The other Institutes discussed in this thesis are Ballarat, Williamstown and Kyneton. These particular Institutes cannot be claimed to be representative either of all their Victorian counterparts, or their namesakes in comparable environments; nevertheless they may point to some of the more significant features which characterised the large number of Institutes which existed in nineteenth century Victoria.

Educational history, Institutional characteristics; Organisational objectives; Victoria; 19th century

7
Badenoch D C
A conceptual analysis of play. MEd: Flinders University of South Australia, 1982. 174p.

A review of the recent literature on the concept of play reveals confusion over the principles governing the use of the word play within the context of expressing the meaning of the human activity called play. Therefore, the assumption and logical consequences which underlie such a use remain unresolved. This study rests on the basis that it is sensible to defer judgement on whether a clear account of this concept

of play is possible until there has been a thorough analysis of that concept. Preceding the analysis an outline of the methodology is given including a discussion on the nature, purpose rationale, limitations and techniques of conceptual analysis. It is resolved that it is the particular reason for engaging in our behaviour which identifies play and distinguishes it from other human activities since no other activity could possibly count as play apart from the context of the person's thoughts and feelings about the activity. It is reasoned that all of the remaining accepted necessary conditions of play can be reduced to, or derived from, the autotelic characteristic of play. Consequently, it is argued that an activity is play if it is an autotelic activity for the participant. It is also proposed that this statement is logically equivalent to stating that an activity is play if it is valued as an end in itself by the participant or that play is any activity which is engaged in for its own sake. These proposals are then tested against two borderline cases of play: knowledge pursued for its own sake and the case where a person has mixed reasons for participating in an activity.

Behaviour patterns; Play

8
Balla J
The Rasch model: an examination of equivalence of parameter estimates and consistency of item misfit. MA: Macquarie University, 1982. Thesis submitted in partial fulfilment of requirements for degree of Master of Arts.

The present thesis reports on the invariance properties of the Rasch Model when used as a method of item and test analysis. Study 1 involved a Rasch Analysis of responses by 5th grade to 9th grade students to a 45-item multiple choice test, with particular reference to the invariance properties of the item difficulty estimates, ability estimates and specification of item misfit across sub-samples of students. In the main study, using responses to two content-parallel forms of a Domain referenced arithmetic test, the Rasch model was fitted to data by using 3 computer packages, BAILEY, UCON and NOHARM. The Rasch analyses provided by the 3 packages were compared with particular reference to the invariance properties of difficulty estimates and item misfit across various groupings of items and different samples of students. Difficulty estimates, point biserial correlation and content definition of items were used for interpreting item misfit. The item difficulty estimates obtained from the three programs were statistically equivalent. Moreover, they were equivalent in terms of demonstrating patterns of difficulty estimates across item content as well as in reflecting the effect of a high proportion of students who omitted responses.

Item analysis; Scores; Test norms; Rasch model

9
Bamforth R S
Education and ideology in early Meiji Japan. MEd: La Trobe University, 1982. 144l.

This thesis is concerned with the role of education in a rapidly modernising society, that of early Meiji Japan. It focuses on the relationship between education and ideology in the context of capitalist development. The central theme is the way in which the Japanese school system was used by the state to contain the conflicts arising out of the transition from a traditional to a modern society. As modernisation progressed in the 1870s and 1880s, opposition appeared from groups which were adversely affected, notably the peasantry, and from those who wished to re-orientate society in either a Confucian or Western constitutionalist direction. The result was a synthesis of apparently conflicting opinions. The policies of capitalist modernisation continued, but were justified by a state ideology which embodied both traditional and Western concepts. The final synthesis may be described as Neo-Confucian nationalism. The mechanism for the transmission of this new legitimising ideology was mass education. Its role in the period 1872 to 1890 was to act as an agency of radical change. The government's policy of universal education produced the technical skills required by a capitalist economy. More importantly, it conveyed the values and beliefs appropriate to this kind of modernisation, notably hard work, self-discipline, social order and service to the state.

Educational history; Government role; Ideologies; 18th century; 1900 - 1909; 1910 - 1919; Japan; Mass teaching

10
Barden R A
To inform, instruct and enlighten; the State Film Centre, Victoria, 1945-1950. MEd: La Trobe University, 1982.

The State Film Centre, a Victorian Government body established in December, 1945, is defined by its purposes and functions as an educational institution. The Centre's initial five years of operation, up to its transfer to the Premier's Department from the Education Department in December, 1950, are presented through a discussion of its three main functions: distribution, exhibition and production. While the general movement of the paper is chronological, the concentration is upon these three functions from a non-theatrical perspective. Key themes include the relationship with concerns for post-war reconstruction, adult education, community service, government public relations, State-Commonwealth interaction and the relationship with the Education Department's Visual Education Centre. The paper is seen as a micro-study, based in the main on extant primary sources, which will inform wider-ranging studies such as the critical assessment of the role of film in community education and of government responsibility for this.

Adult education; Community education; Films; Government role; Victoria. State Film Centre; 1940 - 1949

11
Barkley R A
The Hermitage Story. MEd: University of Melbourne, 1982. Minor thesis

The Hermitage Church of England Girls' Grammar School had been established in Geelong in 1906, and by 1960 it was a growing school with an established reputation as a traditional girls' independent, boarding school. In the following fifteen years the school experienced changes of great magnitude, and finally in 1975 an offer was accepted from Geelong Grammar School to amalgamate and form a coeducational school in 1976. Between 1960 and 1975, changes, surveys, and experiments took place and some of these may have introduced an uncertainty about the future of the school. The school had reached its peak in 1963 when there were over five hundred girls enrolled, but from the mid-1960's, numbers started to decrease. Why did the school fall from such a relatively strong position in a short period of time? Changes in leadership; the decision to move the school to an outer suburb from a central city area; changes in government policy, the general economic trends of the time; the idea of coeducation; and even the growth of state secondary schools must all be considered. Special emphasis must be placed on the early 1970's when 'equality of opportunity' was the key phrase in so many government reports. The contribution of independent schools had to change as state schools gained more resources, more opportunity to experiment and more autonomy.

Educational history; Nongovernment schools; Single sex schools; Hermitage Church of England Girls' Grammar School; Victoria; 19th century

12
Barnes C F
J.G. Baker: an educational biography. MEdSt: Monash University, 1982.

This educational biography of J.G. Baker examines his life from his birth in 1916 until his appointment to the Teachers' Tribunal in 1973. It outlines the various influences which helped shape his personality, attempts to explain why he was able to attain the positions he did, and evaluates his performance in his

various educational roles. In the process some insights are gained into the workings of the Education Department. Baker's career is full of interest. Having lived through the Depression and the Second World War, he moved from primary to secondary and then to tertiary teaching; from being a unionist he became the government representative on the Teachers' Tribunal. This study is largely an oral history and was dependent upon the co-operation of many people.

Biographies; Education; history; Baker (JG); Teachers Tribunal; Victoria. Education Dept

13
Barr T M
A biography of Albert Walter Jones. MEdAdmin: University of New England, 1982.

A.W. Jones commenced a career as a teacher in South Australia on February 25, 1934 and retired as Director-General of Education on September 1, 1977. During the intervening period he was Inspector of Schools; Superintendent of Recruiting and Training; Deputy Director-General; member of the Interim Committee of the Australian Schools Commission and, later, of the Commission; and co-author of a series of mathematics textbooks. The study involved (a) Interviews with A.W. Jones, former Ministers of Education, senior educators and former colleagues of Jones. (b) Examination of official South Australian Education Department documents. (c) Examination of Jones' published works, papers, speeches and personal correspondence. (d) Examination of appropriate newspapers, periodicals, Hansard, The Education Gazette, The South Australian Teachers' Journal, annual reports of the Minister of Education, and of the Director-General of Education.

Administrators; Biographies; Educational administration; Australia. Schools Commission; Jones (AW); South Australia. Education Dept

14
Barraclough M
A study of the effect of a student's home background and personal feelings on achievement in Year 7 mathematics. MEd: University of Melbourne, 1982. Minor theses

Year 7 is a time of considerable change for most students, and in particular for those entering a new secondary school. It has been suggested that factors external to the school situation can have the most effect in times of greatest change. This study involved all the students who undertook year 7 in two Technical Schools in 1980. At the beginning of the school year the students were given a commercial mathematics test, and a questionnaire on their attitude to mathematics and their self-concept. Identical tests were given 12 months later, together with a questionnaire on their home background and on their feelings towards their future schooling and career expectations. The findings showed overall that the socio-economic status of the home, the sex of the student, the student's self concept, and the student's expectations for future education and career, all had some effect on the student's mathematics achievement and / or change in mathematics achievement during the 12 months either directly or indirectly. These variables also affected a student's attitude to mathematics, however the attitude variable had no effect on the two main variables. The main finding of the study was that the students who had the greater gain in mathematics achievement during the study were those who had lower scores in mathematics at primary school level, who had lower self concepts and came from the lower socio-economic status homes. This finding lends good support to those who would suggest that the Victorian Technical Schools give a great deal of encouragement and a good educational environment for this type of student.

Mathematics; Mathematical achievement; Quantitative tests

15
Barrance M C
The ritual of education: perspectives in developing Tanzania. MEd: University of New England, 1982.

In an attempt to break away from the traditional theories of education which encourage an educated elite, Tanzania has adopted a new philosophy of education based on a policy of self reliance and socialism. President Nyerere's main objective in Education for Self Reliance was to relate education to rural life and in so doing correct the elitist bias of education inherited from the colonial era. This paper examines Tanzania as a changing developing country from a societal as well as educational viewpoint. Development strategies are discussed and their effect on class structures put in perspectives by highlighting similar experiences in other Third World countries. It is the close cohesion between education and political ideology which forms the basis for all developmental planning in education. This becomes evident from an assessment of the conceptual and operational effects of the document Education for Self Reliance on present day education in Tanzania. It is shown how the government has sought to bring the educational system in line with the political and economic requisites of socialism and how attempts have been made to use the school as a lever for social progress. It is suggested that to date, education in Tanzania has been a cumulative developmental process: colonial and traditional cultures have interacted and developed into Western and local cultures, which have in turn interacted and developed producing what Tanzania considers its utopian form of culture based on ujamaa.

Educational development; Educational philosophy; Government role; Tanzania

16
Barrie J M
The phonemic processing, decoding and reading comprehension of Year 3 children. MEd: University of Western Australia, 1982.

Phonemic processing is involved in the acquisition of many early reading skills. The purpose of the study was to investigate the nature of that involvement, and furthermore, to determine whether certain training in phonemic processing could bring higher achievements for children having difficulty in reading. This study was conducted in two phases. The first phase investigated the relationships among measures of phonemic processing, intelligence and reading comprehension. The subjects were one hundred and twenty four Grade 3 children. It was predicted that significant correlations would be found among these variables and that the measures of phonemic processing and intelligence would independently predict the performance of reading comprehension. Results indicated significant correlations among the variables of intelligence, phonemic processing and reading comprehension with IQ and phonemic processing each making a significant independent contribution to comprehension. In particular, phonemic processing accounted for 49.95% of the variance when the effects of other variables were eliminated. The second phase of the study was experimental in nature. Training programmes in phonemic processing were given to readers of high ability and low ability. Results indicated that training in phonemic processing had a positive effect on a task of reading. In particular, the training was effective for low ability readers. Moreover, the most important training appeared to involve processing of phonemes within integrated syllables. The use of concrete material as visual markers for phonemes may have contributed to the result. The results support findings from the literature, especially those of Williams (1980), indicating the efficacy of training in phonemic processing.

Phonemics; Reading difficulties; Reading skills

17
Barry C J
A study of the lesson planning of secondary mathematics teachers. MEd: Flinders University of South Australia, 1982. 206p.

Seven teachers teaching Year 8 mathematics in an Adelaide metropolitan high school were interviewed regarding the way in which they planned their lessons. The interviews were structured to allow the teachers to make free responses and also answer specific questions. These interviews took place before, between and after a sequence of three lessons taught by each teacher. It was found that the teachers considered a variety of factors in their planning, the most important of which were school / class environment, teacher belief, student ability, content and strategy / materials. As a result of considering these factors and their place in the teacher's planning, a two stage model of planning was proposed. The first stage consists of self defined axioms which the teacher could or could not control and these are considered before any actual detailed planning takes place. The second stage consists of a different set of factors, which in association with the stage one axioms are used to formulate the actual plan to be used in the lesson. The implementation of the model was likened to a multidimensional game with the stage one axioms as rules and the stage two factors as pieces. The game is played so that the teacher is the winner and even though different teachers use different strategies, the rules and pieces remain the same.

Lesson plans; Mathematics teachers; Mathematics teaching; Teaching methods; South Australia

18
Bechervaise N E
The relation between reading experience and the development of literary discrimination. MEd: Monash University, 1982.

While much is written about the merit of given works of literature and the abilities of their authors, relatively few attempts have been made to explain the elements essential in determining literary merit. Even less has been done to determine the process by which the discriminatory facility implicit in determining such ability is acquired. The purposes of this paper, then, were twofold: to clarify the criteria upon which determinations of literary merit may be made and; to explore the process(es) by which such criteria may be acquired. By combining the criteria used by acknowledged literary critics with those of practising educators, an operational definition was established in the form of a set of most commonly used criteria for determining literary merit. The criteria of the operational definition were compared with those used by Year 11 students to ascertain the degree to which developing readers had established literary discriminatory ability. While exploring the literary discriminatory ability of the Year 11 students by use of a one-shot questionnaire, the past and present reading experiences and attitude of the students to reading were also investigated. It seems likely that the development of literary discriminatory ability is a process which begins with the earliest childhood experiences of literature and continues, where reading continues to be encouraged, throughout the developing reader's schooling without any essential need for formal teaching. Alternatively, where reading is not a feature of early childhood experience, the likelihood of developing discriminatory ability at a later stage is not strong - even if the reading habit is cultivated and the features fundamental to discrimination are taught for.

Literary criticism; Reading achievement; Student attitudes

19
Bell R L
The socialization of persons with physical disabilities: an ethnographic study. MEd: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Education.

The aim of this study is to describe the process by which physically impaired persons acquire the role of the handicapped person with its associated self-concept. The thesis commences with only a generalised supposition concerning socialisation of the disabled: no predetermined specific hypotheses were developed prior to the commencement of the study, rather field situations were approached with a general theoretical orientation. The study has other aims. One is to extend the frontier of knowledge about the disabled and provide data useful to both the handicapped and the general society. A second aim is to contribute to the contemporary development of knowledge in the discipline of sociology by enhancing awareness and information concerning an area which has received little attention in sociological theory. A third and major aim of the study is to catalyse new directions in public policy, action-oriented research and practical strategies concerning the disabled.

Disabilities; Self concept; Socialisation

20
Black L R
The finance and control of education in federal systems: a comparative study of Australia and Canada, 1945-1975. MEd: La Trobe University, 1982.

The Federal financial grants mechanisms in both Australia and Canada reveal substantial impact on State / Provincial financial management and planning of priorities in education. In Canada, the cases of grants for technical, vocational and occupational training and research funding illustrate the greater demand for Federal financial responsibility and control. In Australia, the Federal Education Commissions have shown how the Commonwealth in some program areas has assumed partial and often complete responsibility for State functions. It is however, in the areas of elementary and secondary education, that mechanisms of Federal involvement have been fragmented, carefully designed and sensitive to constitutional provisions and historical development. Since the mid 1970s there have been attempts to restore to the States and Provinces many areas of peripheral Federal involvement in education, chiefly by adjustments to the Federal fiscal and financial balance. As well, new modes of intergovernmental co-operation and collaboration in education are being devised which still permit immediate Federal control over such significant policy areas as immigration, bilingualism, manpower, labour and retraining requirements. They also reaffirm the sub-national government's primary responsibility for the administration and delivery of educational services.

Educational administration; Federal state relationship; Government role; Canada; 1940 - 1949; 1950 - 1959; 1960 - 1969

21
Blewitt A W
Social studies K-6: an evaluation study of the development, dissemination and implementation of the Catholic Education Office curriculum statement on social studies. MEd: University of Sydney, 1982. Long essay in partial fulfilment of the requirements for pass degree of Master of Education.

This evaluation study examines the development, dissemination and implementation of the Catholic Education Office's K-6 curriculum statement on Social Studies. In addition to evaluating, it explains the underlying principles and historical context of the document and its development as a supplement to the NSW Department of Education's 1975 Social Studies Guidelines for teachers in Catholic primary schools. During the period of evaluation, October 1980 to February 1981, the Catholic Education Office's draft document was confirmed as a policy statement on the core curriculum. The results of this study will be used to further refine the curriculum development procedures being used by the Catholic Education Office. The methodology utilised a survey approach with two components, a lengthy questionnaire to teachers in six schools which has implemented the curriculum, and follow-up interviews with the Social Studies co-ordinator in each school and selected members of the

planning committee. Trialling of the questionnaire generated a number of research questions including the degree to which teachers were ready to implement contemporary Social Studies principles; the degree to which teachers found the C.E.O. document more acceptable than the 1975 Guidelines; the extent to which teachers perceived the critical importance of the values component of Social Studies in Catholic primary schools; the areas of support services which should receive priority and the possible discrepancy between the paper curriculum and the reality of what was being implemented in classrooms.

Curriculum development; Curriculum guides; Social studies; Catholic Education Office, New South Wales; New South Wales

22
Bochner S
A study of the emergence of intentional vocalizing in five handicappeo, institutionalized infants. PhD: Macquarie University, 1982.

The study reported in this thesis was derived from an interest in two related problem areas: one was concerned with the difficulties that are often experienced by mentally retarded children in learning to talk, while the other resulted from evidence that these problems in language acquisition can be exacerbated by early institutionalisation. The thesis therefore developed around two main topics: language acquisition and the development of vocal communication in institutionalised, handicapped infants. Following Morris (1946) language was conceptualised as comprising three main elements: pragmatics, semantics and syntax. The focus of this study was on the pragmatic aspect of early communication. A longitudinal study was conducted into the vocal behaviour of five handicapped infants aged from 3-6 months at the beginning of the study. The infants were in long-term care in a hospital for sick babies. Infants sounds were analysed in terms of amplitude, mood, pitch, type of sound, intent and intended listener. Environmental sounds were also coded for other infants' sounds, staff speech and mechanical noises. Data presented here suggested that the two less handicapped infants began to use their voices to express their intention for social interaction from around twelve months, whereas the more handicapped infants did not acquire this skill - learning instead to vocalise for their own personal stimulation or pleasure. The implications of this material were examined in relation to the development of handicapped, institutionalised infants. Finally, some suggestions were made in relation to the type of experiences that may help to ensure that all handicapped infants resident in institutions become active participants in their speech community.

Language acquisition; Severe mental retardation; Speech; Verbal communication

23
Booth B C
Modelling effects and motor performance during early stages of skill aquisition: a social learning theory approach to success oriented environments. MEd: University of Sydney, 1982. Thesis in partial fulfilment of the requirements for honours degree of Master of Education.

The overall purpose of the two experimental studies reported in the present thesis was to clarify the limited state of knowledge relative to modelling effects and motor performance during early stages of skill acquisition. In the context of Bandura's (1977) social learning theory two research questions were identified from the literature for investigation. The initial study was a broad investigation intended to determine the most effective modelling package of combined treatment components utilising the self-as-a-model strategy. The experimental task was designated as target bowling and involved subjects in bowling overarm from a standing position using their non-preferred arm. The purpose of the task was to land as many trials as possible on the centre of the target board which was assigned the number 10. In discussing the results of Study I it was concluded that although analyses failed to obtain differential effects the salient features of the four modelling treatments had been identified. The second investigation was a more specific and focused inquiry of the modelling strategies based on the results of Study I. The conclusion was drawn from both investigations that no clear evidence existed to suggest that the self-as-a-model strategy, as employed in this study, was more potent than either standard modelling or the controls of mental rehearsal and neutral film for enhancing motor performance during early stages of skill acquisition. It was concluded that in the context of the weak suggestive support of the two investigations reported in this thesis, that considerable motor skill research utilising self-as-a-model techniques needs to be conducted before definite statements of inference can be made that consistent patterns of behaviour are likely to emerge when utilising this strategy as a viable alternative self-observational learning strategy.

Models; Motor development; Skill development

24
Bottroff V M
Parents' and teachers' perceptions of teaching and learning priorities for autistic children. MEd: Flinders University of South Australia, 1982. 244p.

An initial study is reported in which information was obtained from parents and teachers involved in a programme with autistic children which focuses on parents working with teachers as co-therapists. The specific information sought concerned the perceptions of parents and teachers regarding the teaching and learning priorities for autistic children. There was general agreement between parents and teachers on the priority skill areas in which autistic children should be taught. However, reasons generated for the priority areas implied different perspectives behind parent and teacher responses. These responses suggested that parents were primarily concerned about the extra-individual characteristics of the child while teachers were more concerned about the intra-individual characteristics. This difference in perspective between the two groups was also evident in their responses to the difficulties experienced in teaching the autistic child. The expressed views suggested differences in accordance with the parent and teacher role. These differences in perception could generate problems in a programme which emphasises parents and teachers working according to a co-therapy concept that takes a single team approach to the education of autistic children.

Autism; Educational objectives; Parent attitudes; Parent teacher cooperation; Teacher attitudes

25
Brazil W M H
Fabulous Latin: a curriculum innovation for teaching of Latin. MEd: Canberra College of Advanced Education, 1982. Field study submitted in partial fulfilment of requirements for Master of Education.

This study is a Latin textbook designed for schools and elementary classes at University or College. The textbook is also a curriculum innovation. It is based on the theories of twentieth century linguistics and it contains only 'real' Latin of the Romans from 100 B.C. to the end of the first century A.D. The introduction, which precedes the textbook, includes a summary of the linguistic theories and principles of this century and a survey of current textbooks for Latin.

Curriculum development; Latin; Textbooks

26
Brew C A
Pupil welfare in secondary schools: a study of pupil welfare provisions in secondary schools, an analysis of teachers' professional needs with relation to pupil welfare, and proposals for preparing teachers for pupil welfare responsibilities. MEd: University of Sydney, 1982. Long essay in partial fulfilment of the requirements for honours degree of Master of Education.

This study reviewed the development of secondary school pupil welfare provisions in NSW and referred to American and English education systems for

comparisons, with the aim of finding different approaches to these provisions. The preparation of teachers at both the preservice and in-service stages for their pupil welfare responsibilities was examined through a review of the literature, through observations in schools, and through a survey of a selected group of teachers. The findings of the data analysing teachers' needs confirmed that preservice and in-service preparation for pupil welfare need to be more effective. Teachers were particularly interested in attending in-service courses on counselling skills and interviewing techniques as well as providing for the less able children. They wanted to be involved actively in their in-service courses which they would prefer to attend in school time. They wanted in-service courses to be presented by experienced practitioners, and they sought more co-ordinated follow-up of their courses. These findings led to proposals for the development of guidelines for curriculum construction, and for the design of a program for the preservice and in-service preparation of secondary teachers for pupil welfare in NSW.

Student welfare; Teacher education programs; New South Wales

27
Brewer J
A critical history of the development of school libraries in South Australia with particular reference to the period since World War 2. MLib: Monash University, 1982.

This study is concerned primarily with the period since 1944, as that is the year in which the first Organiser of School Libraries was appointed in the Education Department of South Australia. The time divisions chosen for the various sections of the study indicate significant dates. The first one traces the development of school libraries from the establishment of the Education Department until the Education Act of 1915. The second section deals with the period between the two world wars. The third period begins in the year in which the first Organiser of School Libraries was appointed and ends with her retirement. The fourth section covers a decade when there was a succession of supervisors, several in an acting capacity, and a great deal of public controversy resulting in a special enquiry into school libraries in South Australia. The year 1964 is another landmark because it marks the introduction of the first lengthy course of training for teacher librarians and the advent of a new Supervisor who was to make a significant contribution. The last period begins with the year in which the Schools Commission came into existence and provided funds for primary school libraries. It ends in 1980, a year in which the State Government announced the setting up of another committee of enquiry into education. There follows a final commentary chapter which attempts to make a critical evaluation of the development of school libraries in South Australia.

Educational history; School libraries; Teacher librarians; Australia. Schools Commission; South Australia. Education Dept

28
Briggs J T F
Confusion in problem solving: a study of embeddedness, information processing demand, field-dependence-independence, and cognitive processing capacity in problem solving in primary school mathematics. PhD: University of Queensland, 1982. Thesis submitted in partial fulfilment of requirements for degree of Doctor of Philosophy.

This study investigated some aspects of mathematics problem solving in the upper primary school. It attempted to determine why generally competent children often experience considerable difficulty in solving apparently appropriate problems. It focused essentially on two critical aspects of problem-solving performance, the perception of the relevant detail in the problem field and the information-processing demands of the solution. It therefore investigated the interactions between relevant task characteristics and two person variables, field-dependence-independence (FDI) and mental processing capacity or M space. It thus has its theoretical bases in Witkin's Theory of Differentiation and Pascual-Leone's Theory of Constructive Operators. Following several pilot investigations, the main experiment was conducted with eight classes of children, two each from Grades 5 and 7 in each of two large representative Queensland metropolitan primary schools.

Difficulty level; Mathematical applications; Problem solving; Queensland

29
Brown J
The Physical Education Branch, Queensland until 1963: an historical perspective. MHMS: University of Queensland, 1982. 70l.

The purpose of this study was to investigate, from an historical perspective, the establishment and organisation of the specialist section of the Queensland Department of Education known as the Physical Education Branch. Funding was made available to assist the States in developing national fitness and, with the added impetus of World War II the Queensland Department of Education appointed an Organiser of Physical Education in 1943 and established the Physical Education Branch in 1944. The Physical Education Branch, with staff placed in metropolitan and country areas, together with the development of a curriculum suited to the needs of Queensland schools, strove to establish physical education as an integral part of the school curriculum. The Physical Education teachers, together with the Organiser, set standards of professionalism in the organisation and administration of the Branch in the time-span 1944 - 1963 which laid the foundations for future developments of physical education in Queensland schools.

Curriculum development; Educational history; Physical education; Physical education teachers; Queensland; 1940 - 1949; 1950 - 1959; 1960 - 1969

30
Bruwer M C
Market research analysis of a public library's readers, with special reference to the readers of recreational fiction. MLib: Monash University, 1982.

In the present study, a number of market segments, each consisting of consumers who exhibit a demand for a given product offered by the public library, are investigated. To date very little is known about the market segments that consume the various products offered by the public library. The products offered to adults by public libraries are usually physically divided into fiction products and non-fiction products. In the present study the two segments, consisting of users of each of these two groups of products, are investigated to determine in which respects they differ from each other. Then a number of market segments who use five given types or genres of fiction books, namely science fiction, westerns, historical fiction, romances, and mysteries, are investigated. An investigation is also undertaken to determine whether or not the segments who consume books of the same fiction type, but in different formats, namely hardback and paperback format, differ significantly from each other. A second part of the present study consists of an investigation to determine whether there are significant differences between the markets of a public library and a bookshop, and also to determine whether there are significant differences between the market segments which consume given fiction products in a public library, and those which consume the same products in a bookshop. The categorisation of the public library's products, and especially of its fiction products, poses some problems. Its non-fiction products can fairly easily be categorised by subject, as is done physically in nearly all libraries, while its fiction products can be categorised by genre or type, such as mysteries, science fiction, classics, westerns, and so on.

Marketing; Public libraries; Use studies

31
Burden L D; Coulson S A
Processing of spatial tasks. MEdSt: Monash University, 1982. A joint double project submitted in partial fulfilment of requirements for Master of Educational Studies.

An instrument which incorporated retrospective methods was developed to identify individual processing strategies for selected spatial tasks. Eighty adolescents (40 males, 40 females) took part in the study which investigated whether test performance or the processing strategy used by subjects was affected by three independent variables: sex of the subject, time limits for test completion, and the form of the test instructions. Strategies were identified that varied according to the representations mode (visual, verbal) and processing focus (whole, part) used, and these were shown to be differentially efficient for certain spatial tasks. Male and female subjects used similar patterns of strategies, but females tended to use these strategies less efficiently. An evaluation of the study instrument revealed that the retrospective methods employed may be validly used to identify the general nature of the strategies which individuals use in response to spatial tasks.

Spatial ability; Task analysis

32
Burgess D R
Evolving ideologies of Jewish ethnic diversity and the social gap in Israel. MEd: Monash University, 1982. Restriction on photocopying until 8th November 1985.

This study examined writing in English about the continuing social and educational gap between Jews in Israel. The purpose was to ascertain and compare the ideologies of Jewish ethnic diversity prevailing among Israeli government officials and social and educational researchers in each of the three decades since Independence, and thereby illuminate evidence of ideological evolution. The findings revealed a strong emphasis on disadvantageous Oriental ethnic group characteristics in the 1950s, indicating that ethnocentric ideologies of assimilation were dominant in each of the three groups studied. This ideological orientation persisted among government officials and educational researchers through the 1960s. The identification of factors which influenced ideological evolution was a further aim of this study. Comparisons with ideological trends among researchers in the United States and an examination of their writings in the 1970s about the social and educational gap in Israel confirmed an Israeli response to the influence of American intellectuals. The primary catalysts of ideological evolution, however, were the Oriental Israelis whose demands for social equality and Jewish ethnic pluralism were publicised by Oriental leaders and journalists and by mass demonstrations, especially those of the Black Panther movement since 1972. Thereafter both cultural and political ethnicity increased among the Oriental population. The response of social researchers in the 1960s to Oriental ethnic demands foreshadowed the increasing acceptance of Jewish ethnic pluralism among the Western establishment in the following decade. This indicated a state of diminishing hegemony in Israeli society.

Cultural pluralism; Disadvantaged; Educational discrimination; Racial factors; Israel; 1950 - 1959; 1960 - 1969; 1970 - 1979

33
Butcher J M
The development of a guide to assist the Queensland primary school teacher in introducing the music of other cultures into the classroom, with particular emphasis on the music of the Australian aboriginal and migrant people. MA: University of Queensland, 1982.

Despite the increasing cultural diversity of school-aged population in Queensland today, it would appear that, to date, little use has been made in Queensland schools of the music of Aboriginal or migrant groups within the local community. Therefore, the purposes of this study were: (1) to examine and select from various ethnic communities certain materials for use in the primary school; (2) to implement on a small scale the teaching of this material; and (3) from the research findings produce a guide which might assist the Queensland primary school teacher in presenting the music of other cultures in the classroom. In preparation for teaching ethnic music in primary schools, an examination was made of (1) the teacher's role in the presentation of ethnic music; (2) the consideration of objectives, (3) possible approaches to the presentation of such music; (4) the selection of materials and classroom activities to be used; and (5) teaching ethnic music through interdisciplinary study. Teaching units in music were undertaken using resources selected from Aboriginal, Dutch, Greek, Vietnamese and Italian cultures. The teachers were selected from eleven Queensland State schools, with class levels ranging from pre-school to Year 7. The teaching was done over a period of two years.

Aboriginal culture; Multicultural education; Music education; Teaching guides; Queensland

34
Carey P S
School based curriculum development - a situational analysis of Aquinas College. MEd: University of New England, 1982. Thesis submitted in partial fulfilment of requirements for degree of Master of Education.

The purpose of this study has been to conduct a situational analysis of a particular school in order, firstly, to examine the context within which the school functions and, secondly, to collect information from the parents, teachers and senior students which could be useful in decision making in the future development of the school. The context of the school was studied through an examination of its historical background and the administrative structures of the systems within which the school functions. This study was achieved through an examination of the available literature which described these matters. A survey of the parents, teachers and senior students was conducted by the writer who designed a questionniare especially for this purpose. This survey sought background information about each group of respondents, their expectations of the school and their assessments of how well the school satisfied their expectations. The results of the survey indicated that each group had very high expectations of the school and were, in general, satisfied with its level of achievement of their expectations. There was close agreement between the respondent groups on their expectations of the school, which they indicated, should emphasise religious and academic education and the personal development of each students. This study was conducted in late 1979 and presents a report of the situation of the school at that time.

Curriculum development; Decision making; Educational environment; Educational planning; Aquinas College

35
Chataway J G
Bank work: a study of the everyday work activity of four suburban branch managers. PhD: Monash University, 1982.

The purposes of the study were to establish what the everyday work activities of bank branch managers comprise, and how those activities were performed. This dual purpose raised four distinct research questions: (1) How do bank managers perform their everyday work activities? (2) Are there commonalities of performance in how bank managers go about their everyday work activities? (3) Are there also individualities of performance in how bank managers go about those activities? (4) If commonalities and individualities of performance are evident in the everyday work activity of bank managers, what impact does their combination have on organising bank branch management? Direct first-hand observations were made of four bank managers at similar sized branches of two major trading banks operating in suburban Melbourne. From these observations, a descriptive account of each of the four managers emerged. Analysis was made of the content and characteristics of their everyday work activity. In

keeping with Mintzberg's early work and studies following in his wake, talk was found to be the pre-eminent means for exercising managerial control. Subsequently, the four managers read each other's descriptive account, to comment on the observed commonalities and individualities of performance between the bank mangers. Their comments were incorporated into a descriptive account of Insight into Bank Work which was then submitted for comment to senior bank management responsible for the management development and in-service education of bank managers.

Administrators; Banking; Occupational analysis; Occupational surveys

36
Christie C
The adoption of co-education: a descriptive account of decision making in selected independent schools in Victoria. MEd: University of Melbourne, 1982. Minor theses.

Traditionally, the independent schools of Victoria, some of which were founded over 100 years ago, have been single-sex schools. During the 1970's, at least twenty single-sex independent schools adopted co-education. This thesis seeks to explore, in selected schools, some of the reasons for this change in format. In this thesis the history of Australian and Victorian education is outlined, with particular mention being made of the establishing of the earliest independent schools. The review of literature deals predominantly with research studies which attempt to establish the strengths and weaknesses of both single-sex education and co-education. The data for this study comprises case studies of four single-sex independent schools which adopted co-education. The three analytic criteria were: philosophical consideration, response to market pressure, and economic viability. Each conceptual framework variable was seen to be relevant to the decision by each school to adopt co-education, but in varying proportions in each school. One school's decision to adopt co-education resulted from an emphasis on education philosophy; two schools placed emphasis on the need to respond to market pressures, thus gaining present, or ensuring future, support from clientele; whilst the fourth school was the result of a merger for the predominant reason of re-establishing economic viability.

Coeducation; Educational history; Nongovernment schools; Victoria

37
Clarke C A
Learning difficulties: a problem of central auditory processing. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for pass degree of Master of Education.

Many children experience difficulty learning, often, their learning problems are hard to explain. They appear to be sufficiently intelligent and motivated and yet they do not seem to 'catch on'. The question of why some children fail to learn has greatly interested researchers. Some, suggest that many children experience difficulty in learning because they are unable to adequately process auditory information. This inability to process auditory information is not the result of deafness, but occurs because of a dysfunction in the central processor. This essay is concerned with central auditory processing dysfunction or in the terms of the title of this essay 'Learning Difficulties: A Problem of Auditory Processing'. The discussion outlines various approaches to the problem; it looks at areas, and possible causes of the dysfunction; and in the final chapter critically evaluates measures used to test this problem.

Auditory perception; Learning disabilities; Psycholinguistics

38
Clarke D
An accelerated mathematics program for very capable secondary school children. MEdSt: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Studies.

A group of 22 students from Years 8, 9 and 10 at Fairhills High School, selected on the basis of teacher recommendation and results on a mathematical reasoning ability test was formed in December 1979. During 1980 and 1981 the group was accelerated through the standard Year 10 and 11 mathematics courses as well as being given enrichment material in mathematics. Students' results on mathematics competitions, Year 10 and Year 11 examinations, and their responses to a questionnaire, indicate that the program has been successful in terms of attitude and achievement, particularly for those students who were accelerated one year beyond their age peers.

Academically gifted; Acceleration; Secondary school mathematics

39
Clune G M
The continuing education of teachers through inservice education - a Tasmanian perspective. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for pass degree of Master of Education

Inservice teacher education is a comparatively recent development. Change is inevitable and teachers have to adjust to the changing patterns confronting schools. Inservice education is necessary to help teachers cope with change, accept and adapt to new roles and expectations. Effective and sustained educational innovation depends on adaptive teachers. Declining demand for new teachers necessitates development of new competencies for practising teachers. With lessening career satisfaction via promotion, inservice education is required to sustain teachers by providing them with new and satisfying teacher challenges. In a period of rapid change, inservice teacher development is needed to provide teachers with knowledge and skills to make better educational judgements and to reformulate personal educational philosophy. It is equally necessary to ensure educational improvement and quality by facilitating renewal and regeneration of not only the individual teacher but systems of education. Tasmania provides an example of in-service education in practice. Despite weaknesses, the Tasmanian experience provides examples of effective inservice education.

Educational change; Inservice teacher education; Teacher improvement; Tasmania

40
Coram M
Memory abilities in learning of disabled children. MEdSt: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Studies.

The purpose of this project was to: (1) Review studies concerning short-term memory in primary school aged children, especially children with learning disabilities. (2) Conduct a study investigating whether there were developmental trends in visual sequential memory (VSM) ability. (3) Suggest how teachers could improve the memory abilities of learning disabled children. The visual sequential memory ability of 12 disabled readers (boys and girls) from Grades 1, 3 and 5 was studied by examining differences in their performance on three measures of visual sequential memory (geometric forms, letters and digits). Results suggest that school experience could play an important role in visual sequential memory functioning since a lower score was obtained for geometric forms, followed by letters, then digits. Techniques for memory retention based on research findings are presented. Activities for training and remediating visual sequential memory are provided for teaching purposes. Future research into memory abilities of learning disabled children is also considered.

Learning disabilities; Retention (Psychology); Visualisation

41
Crawford L E D
Political and social implications of recent language policy in Welsh education. MEd: University of Western Australia, 1982.

This dissertation is divided into four chapters: the first presents a brief historic review of the influences that have contributed to the near demise of the Welsh language and discusses the argument that education in Wales since the industrial revolution has contributed towards Anglo-Saxon cultural imperialism; the second considers the factors that have kept the language alive and examines the significance of the Welsh language in the struggle for national identity; the third reviews the development of bilingual education in Wales since the late nineteenth century and analyses the place of Welsh in the school curriculum. Finally, owing to the overwhelming defeat of the referendum on Home Rule for Wales (March 1st, 1979), the fourth examines the attitudes of the Welsh people towards their native language in the education system and discusses the political and social implications of a language policy in Welsh education.

Bilingual education; Educational history; Language maintenance; Wales; 19th century

42
Cropley M C
Application of the Rasch item analysis model to the Australian Science Item Bank. MEd: Monash University, 1982.

The study reported here developed as a result of being involved in the production of the Australian Item Bank Program, over the period 1974 - 1977. In this period the Rasch model of item analysis was becoming more widely discussed, particularly its potential application to item banking. The major purpose of the study was to investigate empirically some properties of the Rasch model and to compare these with both earlier reports of the behaviour of the model and with more traditional item statistics, with particular reference to the usefulness of the model for item banking. An examination of some features of latent trait measurement models was carried out, and a more detailed consideration was given to properties of the Rasch model and evidence concerning these properties. Methods of data-gathering specifically related to large scale item analysis, particularly test linking, were investigated. Three phases of the empirical investigation were carried out: a pilot study, involving one test of 30 items selected from the Science Item Bank and the use of a sample of 100 Year 10 students studying science in Melbourne schools; a large-scale study, in which 36 trial forms comprising approximately 620 items from the Science Item Bank were linked in four main subject groups and administered to an Australia-wide sample of Year 10 science students. The major contribution of this study lies in the comparison between the Rasch model and a more traditional model, particularly in regard to item parameter estimate rescaling through the use of translation constants.

Item analysis; Item banks; Rasch model; 1970 - 1979

43
Crossing H
A classroom management and interpersonal skills programme for teachers. MEd: Canberra College of Advanced Education, 1982. Field study report submitted in partial fulfilment of requirements for Master of Education.

Accountability has become a key issue in the delivery of human services, and counsellors have been challenged to demonstrate that what they do makes a difference and that what they do meets the needs of the system in which they work. Thus proponents of the consultancy model such as Dinkmeyer (1973) have urged counsellors to move from the crisis-oriented approach in which only a few benefit from counsellor services to a consultative role which involves the counsellor with the total system. Many students attending school are adversely affected by their home environment. To compound the problem a difference in value systems exists between home and school, which is a source of frustration to both teachers and students. As a result many children were referred for counselling because they were behaviour problems in the classroom. It was not possible for the counsellor to see all the students referred so other strategies needed to be employed. From discussion with teachers concerning the management of students who were behaviour problems it became apparent that teacher training had left them ill-equipped to deal with the student behaviours they were facing. A Classroom Management and Interpersonal Skills programme was designed and presented to a group of Primary school teachers in one of the schools to which the author was appointed. The statistical evidence does not strongly support the effectiveness of the programme. However there are some trends, particularly in the teacher data, which suggest that the programme was effective in bringing about teacher attitude change towards students.

Classroom environment; Classroom techniques; Student behaviour; Teacher attitudes; New South Wales

44
Curtain M
Women in control - the development of kindergarten teacher training. MEdSt: Monash University, 1982. No abstract.

Development of kindergarten theory and the setting up of the formal Kindergarten Movement in Victoria in 1908. Women in the Kindergarten Movement, early theorists and the joining of the two strands of philanthropy and education. History of the Melbourne Kindergarten Teachers' College and the control of the women of the Free Kindergarten Movement including membership of the State College of Victoria. The students 1923 - 1950 and the students of today. Development of the Institute of Early Childhood Development since 1973. A comparison of entry students 1964 - 1966 and entry students 1979 - 1981. This includes family background and expectations of personal future: marriage, family and career.

Educational history; Preschool teachers; Preservice teacher education; Women teachers; Institute of Early Childhood Development; Melbourne Kindergarten Teachers College; State College of Victoria

45
Curtis C K
An analysis of expenditure in South Australian primary and high schools, considering the enrolment-cost relationships, the level of parental support, the marginal costs and the effects of decentralization of expenditure decisions. MEd: Flinders University of South Australia, 1982. 149p.

This study of 86 South Australian primary and high schools identifies all areas of school support, Government, parent and community and establishes a total cost for each school and the cost per student in each school. The study isolates the Education Department funds from the State Budget and explains the division of funds across educational activities from central office functions to cash grants to schools. The total cost of each school was obtained by identifying the six main support systems - cash grants, salary payments, payments for utilities, Public Buildings costs, miscellaneous costs and parent and community contributions. Each of these areas was analysed and the total cost per student for each kind of school calculated and discussed. This information was the basis for a discussion of economies of scale, school closure, a comparison of primary and high school costs and marginal costs. This is a basic study which isolates costs and opens up many areas which require study. It shows how schools are funded, what input they receive from Government sources and the community, how these vary from school to school, and discusses school attitudes to the present support system and indicates how schools use their funds.

Educational finance; Expenditure per student; State schools; Resource allocation; South Australia

46
Cywinski A J L
An analysis of language in the 'Watch Your Language' film series. MEdSt: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Studies.

This report presents a scheme of analysis of language usage in which it is the function rather than the form of an utterance that is categorised. The basis for this scheme is an earlier method of analysis established by Sinclair and Coulthard purely for the study of language usage within the classroom environment. Sinclair and Coulthard's method has, however, been developed and extended to allow application to any situation or context. Examples of children's language have been extracted from the Film Australia series 'Watch Your Language'. Three films from this series 'Walter and Milly went to Read', 'Language at Twelve' and 'Talking Shop', were considered in detail and all language used in the three films has been categorised within the devised system of analysis. That every clearly-audible utterance made in the films can be consistently and unambiguously categorised is a measure of success of the scheme of analysis. The results of the analysis clearly show the different ways in which the children learn to adapt their language to suit the context, for example from the informal to the formal situation. While the ability to do this appears to vary from child to child, it is the oldest children who display the greatest degree of skill. This is evidenced in the way in which some utterances, particularly the more complex ones, were used exclusively by the older children and adults. The 'Watch Your Language' series resulted from a growing awareness amongst educationists of the importance of studying children's language development. This awareness grew in the period following the Dartmouth Conference of 1966, and its development and implications for the teaching of English are briefly examined in this report.

English teaching; Language acquisition; Language skills

47
Dapiran H J
The migrant student. Home environment and school achievement. MEd: University of Melbourne, 1982. Thesis submitted in partial fulfilment of requirements for Master of Education by course work and minor thesis.

This investigation sought to clarify possible differences in school achievement between groups defined as migrant students, that is, having parents of non-English speaking origin, and non-migrant students of Anglo-Australian origin. Comparison of the contributions made by home-based variables to the school achievement of such groups was undertaken. Migrant and non-migrant groups were drawn from 2,367 students who had taken part in the I.E.A. Science Project in 1970, age 14 cohort, and remained at school until 1972. Of these students, 347 had one or both parents of non-English speaking origin; the majority being Italian or Greek (121) and German or Dutch (57). Examination of Science & Word Knowledge scores collected in 1972, showed lower scores for migrant than non-migrant groups regardless of increasing period of residence in Australia of the migrant families. Significantly lower scores in achievement and verbal ability were also evident for specified groups, viz., Italian and Greek, than for non-migrant German or Dutch groups. Within the Western and Southern European group (German and Dutch, Italian and Greek) the relationship between test scores and factors defining the home environment (Home Literacy, Parents' Interest (in school), English Use) was examined. Within the Anglo-Australian sample, a parallel relationship emphasising the role of parents' education and home literacy as influences on school achievement is noted. It is argued that the similarity between migrant and non-migrant groups encourages a uniform approach to remedial action directed towards countering underachievement regardless of the ethnic origin of the children.

Academic achievement; Family environment; Migrant children

48
Davey G D
Folklore and the enculturation of young immigrant children in Melbourne. MEd: Monash University, 1982.

This thesis has set out to examine the enculturative function of folklore told to young immigrant children in Melbourne. The specific data analysed in this thesis consists of 115 rhymes, songs and stories told in Italian, Greek, Spanish, Turkish, Serbo-Croatian, Macedonian and Arabic. As a precursor to the analysis of data, a detailed review was undertaken of the place of folklore in relation to tradition, heritage, culture and enculturation. Competing definitions of these concepts were placed in an historical context, and definitions which emphasised the central importance of values in culture and tradition were considered most relevant to this thesis. Bascom's 'Four Functions' of folklore in social and cultural contexts were used as a major paradigm throughout this thesis. The data collection involved many characteristics of neoethnographic research methodology even though no research purposes were contemplated at the time of collection. This project is therefore an a posteriori one, and has involved a thematic analysis of the 115 items of data according to Stith Thompson's Motif Index of Folk Literature. The Conclusion to this thesis examines some additional related issues concerning the importance of folklore in Australia's multicultural society. In relation to the 'enculturation imperative' as described by Bullivant, the key question in the Australian context is to decide which culture is being transmitted, the 'old culture' or a new hybrid culture which represents adaptation to the immigrant's new society. Folklore was argued to be of significance to immigrant integration to Australia from both a group and individual viewpoint; decoding Anglo-Australian folklore alone presents a complex task for the immigrant.

Cultural differences; Ethnography; Folk culture; Victoria

49
Davis L C
Conservation failure and mental set: a study in hypothesis testing and number conservation training. MEd (Hons): University of New South Wales, 1982. Submitted in partial fulfilment of requirements for Master of Education (Honours).

This thesis examines young children's failure on Piagetian conservation tasks. Its primary focus is the contribution of mental set to this failure and the elimination of this set with a brief training procedure. An integrated model of children's problem solving behaviour on conservation tasks is developed to describe: conservation success; conservation failure due to mental set; and positive transfer due to training. According to this model, young children exhibit hypothesis testing behaviours on conservation tasks. Efficient problem solution requires the integration of various cognitive subprocesses by a central processor whose function is to integrate information through the activation of logical schemes. This in turn requires that the correct stimulus information reaches the processor. The training procedure consists simply of three or four questions which invoke the recall of task-specific semantic and estimating knowledge which the operational subjects already possess, and which it is hypothesised they will subsequently relate to the posttest. Subjects consisted of 231 children from kindergarten and first class. The standard training paradigm of pretest, training and posttest was employed and testing was conducted in two sessions - an Initial session and a Follow-up six weeks later. The Follow-up was a repetition of the Initial session followed by a Transfer test.

Cognitive tests; Conservation (Concept); Hypothesis testing; Piagetian theory

50
Dettrick A
The measurement of self concept during the first year of school. MEd: University of New England, 1982. Submitted in partial fulfilment of requirements for degree of Master of Education.

The purpose of this study was to investigate aspects of the development and measurement of self concept during the first year of school. Instruments used were the Martinek Zaichowsky Self Concept Scale (MZSCS) and Coopersmith's Behaviour Rating Form (BRF). Questions investigated were: Is the major instrument, the MZSCS, reliable? Does this instrument actually measure those facets of self concept as suggested by its designers? Are the two instruments measuring the same self concept facets? Do teachers make a difference to the children's self concept over eight months of shooling? Is there a relationship between the children's sex and their self concept score? Is there any evidence of stability in the self concept scores after eight months of schooling? A random sample was drawn from fifteen first year classrooms in nine primary schools in Victoria. The sample from each room consisted of five boys and five girls, thus, a total of 150 children took part in the study.

Self concept; Self concept measures; Cooper Smith Self Esteem Inventory; Martinek Zaichowsky Self Concept Scale; Victoria

51
Doherty A
A study to determine how some parents of mentally retarded children obtained information about mental retardation. MEd: La Trobe University, 1982.

A random selection was made of sixty-five parents whose children were attending Victorian Education Department Special Developmental Schools, and whose Principals had agreed to serve as interviewers. Data were collected from parents of children attending thirteen of these schools by means of Parent Questionnaire Forms completed by them in personal interviews with the Principals. The data were examined in order to enable discussion about the parents' perceptions of 'experts' about mental retardation and their frequency of use as a source of information; perceptions on information from the mass media; information which increased / decreased cognitive dissonance; and information which frightened parents. The main question examined was: What was the most likely / frequent source from which parents of mentally retarded children obtained information about mental retardation, and how did the parent respond to that source? Using aspects of the three theories of communication in relation to the results of the parents' perceptions, the researcher examined the means (including the mass media) by which communication can be facilitated between these parents and the resources of knowledge about mental retardation. From the findings obtained from this study, it is evident that communication theories are relevant to the problem of reducing the knowledge gap between professionals and parents. Solutions to this significant problem may be properly redressed if the theories were applied by the persons, professional and otherwise, who possess knowledge about mental retardation.

Information sources; Mental retardation; Parent attitudes; Victoria

52
Doherty P J
Cognitive development of visually impaired children. PhD: University of Queensland, 1982. 191l.

Scant attention has been given to the sensorially handicapped - a group which may be described as developmentally delayed (Piaget). A sub-group, the visually impaired, is the focus of this dissertation. To gain further insight into this problematic area an initial study of conservation was conducted involving matching 18 congenitally blind children with sighted peers. Some of the blind group were also matched with 14 partially sighted children. The congenitally blind were found to be the most seriously delayed. On the conservation of substance task they scored significantly less than the partially sighted children who, in turn, scored significantly less than sighted children tested either haptically or visually. Alternative explanations required testing the generality of the delay in conservation. A second series of experiments involved 30 congenitally blind children, matched where possible, with 20 partially sighted and 29 sighted children on 16 tasks thought to be subordinate, concurrent or superordinate to conservation. On eight of these tasks there were no significant differences between the groups. The total evidence supports Hatwell's (1966) original findings that not only are blind children delayed in acquiring conservation but that this represents a more general cognitive deficiency. There is little support for the hypothesis that the lag represents difficulties in undertakings tasks haptically. Nor is there any support for Brekke et al (1974) claim that the blind child's place of residence is more influential in developing cognitive skills than the degree of handicap. It is not possible from the present study to attribute reasons for the delays but the results are generally supportive of Piaget's (1974) claims that cognitive lags occur when interaction with the environment is limited.

Blindness; Cognitive processes; Conservation (Concept); Piagetian theory

53
Dowd C P
The Adelaide Kindergarten Teachers College: a history of the teacher-training operation of the Kindergarten Union of South Australia, 1907-1974. MA: Flinders University of South Australia, 1982.

The Adelaide Kindergarten Teachers College emerged from the need of the Kindergarten Union of South Australia for professionally trained teachers. The College began its life tentatively in 1907 as a small experimental training class sponsored by the Kindergarten Union. The diploma course conducted over two years was based on Froebelian principles as readjusted in the light of modern conditions by Dewey and other educational reformers. Within three years this experimental teacher-training activity had been accepted as a permanent part of the structure of the Union. Having survived an attempted take-over by the Education Department in 1910, the College came into a more settled existence in the second half of the century. In the 1940s the outlook of the College reflected strongly the principles of nursery education which emphasised the physical wellbeing of young children. In the 1950s and 1960s attention was focused on social, emotional, and intellectual development in young children and on the importance of continuity between pre-school and primary education. The post-war years also witnessed at the College a gradual reallocation of time in the curriculum from the professional education to the continuing general education and personal development of the student teacher.

Educational history; Preschool teachers; Teacher education; South Australia; Adelaide Kindergarten Teachers College

54
Down D W
Requirements for primary school library catalogues. MLib: Monash University, 1982. Submitted in partial fulfilment of requirements for Master of Librarianship.

By the end of 1981, 803 of the Victorian Education Department's full-time teachers and a further 247 part-time teaching staff were employed in providing library assistance to the population of over 1000 primary schools. A catalogue of the collection available to each of these school populations is prepared and maintained according to standards established by the Department, through its Library Branch. Historically, there has always been a proportion of teachers employed in Victorian primary school libraries without librarianship qualifications, and the cataloguing standards served as a means of helping them to cope with the procedures required, as

well as ensuring a uniformity of approach within the government primary school system. But the detail and specificity of these standards also attempt to ensure that the output of a selective cataloguing service operated by the Library Branch will reside compatibly within each Victorian government primary school library catalogue. However, time and the cost of the labour with which it is associated, is not the sole economic argument for the need to examine the information included within primary school library catalogues, and the manner of making that information accessible to users. The sheer magnitude of catalogue provision in primary schools, and the inadequate knowledge of the primary school catalogue user's needs, suggested the need for objective investigation of the actual use of this tool. Such investigation would assist in providing information capable of establishing the legitimacy of the assumptions upon which much of that system's catalogue development has been based.

Cataloguing; Classification; Library standards; School libraries; Victoria. Education Dept

55
Dunleavy A B
A study of the female juvenile delinquent and her perception of the school. MEdSt: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Studies.

The perception of the adolescent delinquent girl of her school was studied through observation and interview techniques, and was based on the responses of the girls at Winlaton Youth Training Centre, Melbourne. An added dimension was the consideration that the female juvenile delinquent was possibly approached differently from the male juvenile delinquent. It was found that the majority of girls were initially admitted to Winlaton for status offences rather than for criminogenic reasons. Furthermore, academic achievement played a very important part in enhancing the girls' self-esteem. In addition, it appeared that many teachers lacked the necessary training and skill to handle the situation of a potentially delinquent student, and were without knowledge of the workings of the welfare agencies and the juvenile justice system.

Delinquency; Females; School attitudes; Winlaton Youth Training Centre

56
Dunne R B
Special education in New South Wales: thoughts on mainstreaming the mildly intellectually handicapped student in government secondary schools. MEd: University of Sydney, 1982. Long essay submitted in partial fulfilment of requirements for pass degree of Master of Education.

Over the past decade there has developed a philosophical belief that children should be educated in the least restrictive environment in which their educational and related needs can be satisfactorily provided. This has led to a trend to move mildly intellectually handicapped children out of special classes and into the 'mainstream' of education, with concomitant changes to long established practices in special education. As a result, a number of mainstreaming alternatives have been developed. Many issues need to be addressed before the establishment of a successful mainstreaming within NSW government secondary schools. An adequate staffing policy, a re-examination of teacher training and the development of teacher-consultants should all be examined and evaluated. There are important implications for the curriculum as well as assessment policies. The challenge of the future is to determine the best ways and means to develop and implement a mainstreaming approach using existing resources in such a way that incorporates appropriate goal setting, innovative delivery, and accurate assessment. Without this effective mainstreaming will not happen.

Mainstreaming; Mild mental retardation; Special schools; New South Wales

57
Eaton B F.
The effects of organizational change on two TAFE teaching communities in Queensland. MEdSt: University of Queensland, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Studies.

This thesis is concerned with technical and further education as an organisational system serving the needs of an existing and potential clientele. Based on the premise that all complex organisational systems are socially constructed, Imershein's theory of ethnoepistemology is used to analyse the effects of change within the technical vocational education (TAFE) system in Queensland. It is assumed that these changes were proposed because the existing provision was no longer adequately serving the needs of its clients. An intensive study is made of the ethnoparadigms or world views associated with several teacher groups in order to make comparisons with the proposed comprehensive changes. In making this comparison, it is hypothesised that for these changes to be really effective in socially constructing an alternative organisational system which can better serve the needs of its clients, there needs to be a shift to a new ethnoparadigm or world view by the educational providers.

Educational change; Educational needs; Global approach; Organisational change; TAFE; Teacher attitudes; Imershein (AW); Queensland

58
Edge D W
Discontinuance of students in off campus programs. MEdAdmin: University of New England, 1982.

The aim of this study was to explore the characteristics of students who discontinued from study in off-campus (external) programs at Deakin University during the academic years 1980 and 1981 and to identify what factors led to their discontinuance, and whether it was of a temporary or permanent nature. Sources of information used were from the students records data base as sorted and tabulated by the University's computer using a program used by administrative staff, in order to analyse the characteristics of students, and from the 139 responses to a survey and then analysed using the SPSS package to examine factors associated with discontinuance. It was shown that discontinuance was highest for students in first year of enrolment, for females, and was shown to increase with the distance of students from the University. The rates appeared favourable compared with studies of attrition at other institutions, but true comparison is difficult because of differing methods of measurement. The rates of discontinuance appeared independent of program or mode of entry. It was also shown that discontinuance had arisen largely from 'life-factors', i.e. those outside the control of the University, but that it was generally of a temporary nature and most discontinuers had expressed an intention to return to study, and a large proportion had subsequently done so.

Dropout rate; Dropouts; External degree programs; Deakin University; 1980 - 1989

59
Emery J K
Participation in decision-making in three schools of a South Australian College of Further Education. MEdAdmin: Flinders University of South Australia, 1982. 112p.

The purpose of this study was to investigate selected aspects of decision-making in a number of decisional areas in schools of a college within the South Australian Department of Further Education, by examining modes of decision-making and extent of involvement in decision-making and the association of these with biographic variables. Data were obtained from thirty-one decision item questionnaires completed by seventy-two out of seventy-seven Further Education Act staff of all classification levels in three schools of a metropolitan College of Further Education. The hypotheses tested in this study were: (1) Teachers will desire modes of decision-making which permit them

to be involved in decision-making to an extent greater than they currently perceive themselves to be; and (2) Teachers will desire to be involved in decision-making to an extent greater than they currently perceive themselves to be. These were supported by the data. Decision areas associated with the highest decisional deprivation included Policy Oriented Issues, Budget, and Student Discipline. Respondents both perceived and desired least involvement in the area of Personnel Selection. Whilst different modes of decision-making were desired for different decisions, the Democratic Centralist mode was that most frequently desired for a majority of decisions, i.e. respondents desired to be involved to the extent of providing information but were content to have a person of senior classification exercise control over the decision.

Decision making; Educational administration; Teacher attitudes; South Australia

60
Esler S J
The role of subject master in three state high schools in New South Wales. MEdAdmin: University of New England, 1982.

This thesis focuses on the role of subject master in New South Wales State High Schools. Subject masters are appointed by a centralised authority and occupy formal executive positions. It is usually assumed that a capable teacher will be a competent administrator and leader when promoted. In this study, three main propositions are examined. Proposition 1: The job specification of the subject master position is broadly defined within the New South Wales Education Department and varies from one school to another. Proposition 2: There are variations in the perceptions of the subject master position of staff at different levels within a single school, potentially leading to role conflict and role ambiguity. Proposition 3: The current procedures for assessing candidates for promotion do not formally assess management and / or leadership skills. The study of these propositions was undertaken in relation to two main areas of educational administration theory. The discussion of these issues leads to the formulation of six specific questions as guidelines for research. Answers to these questions are examined in terms of the original problems and implications for the school system emerge, and lead to specific recommendations for future practice and further research.

Master teachers; Role perception; Teacher role; New South Wales; New South Wales. Dept of Education

61
Evans I J
A library services, community needs evaluation model. MEd: Canberra College of Advanced Education, 1982. Field study report submitted in partial fulfilment of requirements for Master of Education.

This study proposes a seven step evaluation model for evaluating library services using criteria based on community needs. The model is intended to reveal discrepancies between community needs and library outputs and provide planning steps which will assist the professional competent librarian to match library outputs to community needs. The final step in the evaluation model is intended to provide data on library effectiveness in meeting community needs. For the purposes of this study 'library community' is defined as the target population for a particular library, encompassing non-users as well as actual users. Every library is intended to provide services to a specific community unique to itself. A pilot study based on the evaluation model is described. The pilot study consisted of an evaluation of the Audiovisual Service Section of the Australian National University Library and was conducted over an eighteen month period. The pilot study demonstrated the effectiveness of the evaluation model as a planning tool for matching library services to community needs.

Community influence; Evaluation methods; Library services; Use studies; Australian National University; User satisfaction (Information)

62
Evers C W
Logical structure and justification in educational theory. A critique of analytic philosophy of education. PhD: University of Sydney, 1982.

This thesis offers the beginning of a systematic Quinean program for philosophy of education. In Part I, some of Quine's more distinctive views on epistemology and semantics - notably his coherence theory of justification and his semantic holism - are expounded and defended. In Part II these views serve as the basis for a critique of some of the more important doctrines and methods of analytic philosophy of education. Conceptual analysis is attacked, and in its place, theory comparison is recommended. A Quinean defence of the unity of knowledge is mounted over and against Hirst's forms of knowledge thesis. Ethical justification is argued to be of a piece with the justification of empirical claims. And finally, the methodology of adjudicating certain competing progressive and traditional claims about human nature, is explored. In the last part of the thesis, constraints imposed by the unity of knowledge thesis are applied to educational theory as a whole. The view that educational theory is on a par with scientific theory is defended over and against the views of D.J. O'Connor and P.H. Hirst, and criteria for choosing the best educational theory are reviewed.

Educational theories; Educational philosophy; Epistemology; Ideologies; Semantics; Hirst (PH); Quine (WVO)

63
Ey W M
The participation in school sport by girls and boys as it is influenced by the school environment. MEd: Flinders University of South Australia, 1982.

This study was designed to investigate the participation in school sport by girls and boys as it is influenced by the school environment. Detailed information was not available, but references made on the subject in the literature suggested that there would be more boys than girls participating in school sport; that factors operating in the school environment would contribute to this situation; and influences outside the school would reinforce it. The lack of information on the topic pointed to the decision to conduct a case study of one school where an in-depth examination of the possible influences could be conducted. A large metropolitan high school was selected where there were 1096 students (633 boys and 463 girls) and 89 teachers (50 men and 39 women). The results of the study showed that more boys than girls did participate in school sport and that many factors present in the school environment contributed to this situation. There were more opportunities for boys to play sport. Other factors in the school contributed to this situation. The Headmaster supported football, most of the coaches were male and many of the students held views that sport was important for men and not for women. The tangible features of support in the school, such as facilities, all favoured boys' sport.

Athletics; Educational environment; Sex differences; Student participation

64
Faehrmann C J
An examination of the assumptions underlying the formulation of higher school certificate estimates. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for pass degree of Master of Education.

The study considers the asumptions made by teachers in preparing Higher School Certificate Examination estimates. The Board of Senior School Studies has, since 1977, adopted the practice of combining, equally weighted, a pupil's moderated school estimate and scaled examination mark as a more reliable measure of performance in a subject than when either is taken separately. During the course of the study it became apparent that many approaches were used by teachers to determine the estimate of a pupil's likely performance in the final

examination. Three key factors emerged as the basis for formulating estimates - results on the Trial Higher School Certificate Examination, the teacher's background knowledge of individual pupils and teacher experience at the task. A significant proportion of the essay deals with the construction, administration and marking of the Trial examination and the new function it has acquired since estimate inclusion in final results. The Trial had previously been employed by teachers, apart from diagnostic purposes, as a stimulus for pupils to study harder for the Higher School Certificate Examination. The procedures observed, however, were especially useful as they suggested at least six (6) assumptions teachers made in establishing the estimates.

Achievement rating; Educational testing; Student assessment; Standardised tests; Higher School Certificate, New South Wales

65
Fisher D L
Relationship of actual classroom environment and actual - preferred congruence to student outcomes. PhD: Macquarie University, 1982.

This thesis, which describes an investigation of the relationship between student perceptions of their actual and preferred classroom learning environment and student outcomes, has three main orientations. Firstly, descriptive and validation data are provided for two classroom environment instruments, namely the Classroom Environment Scale (CES) and the Individualised Classroom Environment Questionnaire (ICEQ), both of which measure student or teacher perceptions of the environment. Secondly, the thesis describes investigations into the predictive validity of student perceptions measured by the same two instruments. Thirdly, the two previously distinct fields of person-environment fit research and classroom learning environment are brought together in an investigation of whether students achieve better in their preferred classroom environment. The study involved a representative sample of 116 years 8 and 9 science classes, each with a different teacher, in 33 different schools in Tasmania, Australia. The research reported in this thesis consolidates and extends prior validation work based on the use of the CES and the ICEQ.

Classroom environment; Congruence (Psychology); Secondary school science; Student attitudes; Tasmania

66
Fleming M J
The CYSS and EPUY: political expedients in the socialisation of unemployed youth. MEd: University of New England, 1982.

This study involves a look at the world of unemployment through the eyes of a group of unemployed young people who attend the C.Y.S.S. and the E.P.U.Y. in Armidale. Their experiences concern the fact that employment is particularly difficult to obtain for those in the 15-19 year age group. This is due to the highly competitive nature of the job market and the scarcity of vacancies in rural areas. Australia has traditionally been blessed with high levels of employment. This, combined with the traumatic experiences of many Australians during the Great Depression, has left many of the electorate with a deep abhorrence of unemployment and a low tolerance of unemployed people forced to exist on social welfare. This abhorrence has been manipulated by the media, especially the press, the aim being to attempt to legitimise unemployment in the eyes of the electorate by refocusing the blame for unemployment on its victims rather than the economic commitment of the government to fight inflation first. A measure of the success of this campaign has been the continued tenure in office of a government which has presided over levels of unemployment unparalleled in post-war Australian history. Part of the attempt to legitimise unemployment has involved the government in setting up schemes such as C.Y.S.S. and E.P.U.Y. The C.Y.S.S. scheme's attempt to counter the problem of youth unemployment has been doomed to failure because the government guidelines have forced these projects to concentrate on predominantly craft style activities rather than attempting to create jobs and therefore attack the root cause of unemployment - lack of suitable job vacancies.

Program evaluation; Unemployment; Youth programs; Community Youth Support Scheme; Education Program for Unemployed Youth; New South Wales

67
Foster R A
Provision of mature age matriculation courses in Western Australia. MEd: University of Western Australia, 1982.

This dissertation discusses the need for special preparatory mature age matriculation courses, particularly for those students intending to pursue tertiary level study. This discussion of the provision of mature age matriculation courses in Western Australia is presented against a background of international and national developments. It is concluded that due to an increased pool of adult learners, preparatory courses (particularly those which prepare adults for tertiary level study) will be increasingly necessary in the future. Furthermore, for effectiveness, there is a need for a theoretical base for preparatory or mature age matriculation courses. This theoretical base should be founded in adult learning theory such as that presented by Knowles. Pedagogical principles appear to be inappropriate for the learning of adults, and it was found that a number of teachers had appreciated this and modified their courses accordingly. In the final analysis, it was considered that the introduction of mature age matriculation courses based on the principles of andragogy would revolutionise mature age matriculation education in Western Australia and ensure that adults could take full advantage of the educational opportunities that are available to them and also help to maintain the academic standards of tertiary institutions in Western Australia.

Adult learning; Student assessment; Teaching methods; Higher School Certificate, Western Australia; Western Australia; Knowles (M)

68
Freiberg K J
Children's perceptions of the reality of television: effects of role taking ability and instruction. MA (Hons): University of New England, 1982.

The development of the ability to distinguish between reality and fantasy on television, in terms of Hawkins' (1977) 'Magic Window' dimension of perceived reality, was investigated in relation to (a) role-taking ability, and (b) instruction about the nature of television. Role-taking tasks assessing children's ability to infer another's visual and cognitive perspectives and five tasks measuring perceived reality of television were individually administered to a total of 96 4, 7 and 10 year olds during two testing sessions separated by exposure to either a control film or an experimental film demonstrating techniques of animation, puppetry and drama depicting human actors. Significant multivariate main effects for Role Taking and Film Condition provided support for experimental hypotheses. Significant multivariate main effects for Age and Sex were also obtained and discussed together with significant interactions in context. Results also indicated that children experienced greater difficulty dismissing the reality of human television characters than inanimate characters, and in rejecting the reality of cartoons than puppets.

Cognitive ability; Student reaction; Television viewing; Visual perception

69
Garretty H M
Undergraduate course preferences of students with some previous tertiary education. MEd: University of Melbourne, 1982. Thesis submitted in partial fulfilment of requirements for degree of Master of Education by coursework and minor thesis.

The thesis is an examination of the factors which affect the course choice of applicants to tertiary institutions. The sample is taken from the 1977

applicant cohort registered with the Victorian Universities Admissions Committee. The applicants in the sample are those who had already been enrolled in tertiary educational institutions for at least one year, prior to their application in 1977. The aims of the study are to examine the effect of previous tertiary experience, employment experience, age and sex on the course choice of the applicants. The results of the analysis are compared with the results of studies carried out in Australia and overseas which described the vocational and educational choices of students entering tertiary institutions for the first time, and subsequently transferring to other institutions in some cases. The main difference between this study and those which preceded it is that the applicant sample in this study contains persons aged from seventeen years to more than sixty-five years. The study shows that applicants of all ages have two objectives: the first, to obtain a qualification which will enable them to find satisfying employment; the second, to study a course which provides them with interesting activity which enables them to find personal satisfaction. In the main students wish to undertake the second objective at a University, whilst vocational training is sought at a variety of institutions.

Admission criteria; College admission; College students; Elective courses; Student educational objectives; University admission; University students; Victorian Universities Admissions Committee

70
Gazzaro J N
Some factors involved in arithmetical word problem solving. MEd: Monash University, 1982.

Mathematics teachers associations believe, and some surveys indicate, that student achievement in problem solving is not as good as it should be. This study attempted to investigate factors affecting how well students in Years 5 to Year 8 could solve arithmetical word problems. The major factors investigated in this study are: (a) reading comprehension ability; (b) arithmetic ability; (c) problem complexity; and (d) student year level. The desire of the researcher was to follow the progress of students in arithmetical problem solving through Years 5 to Year 8. Each student was administered three tests: (i) a test of arithmetical word problems; (ii) a test of arithmetic; and (iii) a test of reading comprehension. All tests of significance relating to improvement from Year 5 to Year 8 showed a significant improvement at one or more of the year level changes. Generally the greatest changes occurred in the primary school years. It was found that arithmetic ability more strongly affected the results of students on the problems than reading comprehension ability. This means that instruction in arithmetic will be more beneficial in helping students to improve their ability to solve problems of the type used in this research.

Mathematics achievement; Problem solving; Reading comprehension

71
Gerot L L
A question of answers in reading comprehension. MA (Hons): Macquarie University, 1982.

The question - what makes a written text easy or difficult to comprehend? - is a complex one. Traditionally, difficulty has been considered to be a property of texts alone. The basic postulate tested herein is that difficulty is a product of the interaction of three factors: the reader, the text and the questions used to test comprehension. For the analysis of this interaction, the systemic-functional model of language was employed, and four questions in particular were addressed: (1) What kinds of questions are asked in reading comprehension tests?; (2) What are these questions testing? (3) Are the questions graded in difficulty?; (4) What makes a question easy or difficult? A system for the classification of reading comprehension test questions was formulated by reference to the ways in which the information needed to reconstruct the correct answer was encoded in the language of the test passage. Thus, answers to questions (1) and (2) above were provided. Empirical research revealed that test questions were graded in difficulty, and that the difficulty of a question depended upon: (1) the degree of integration required to reconstruct an answer; (2) the alternative answers offered in multiple-choice tests; (3) the polarity of answers in tasks involving yes / no questions.

Reading comprehension; Reading tests

72
Gilchrist P
An exploration into the complex relationship between the teaching and learning in a central concept in chemistry, the Mole concept. MEd: University of Melbourne, 1982. 123p; Minor thesis.

Historically, teachers were responsible for the accurate teaching of prescriptions delineated in courses, textbooks and examinations. Recent developments in chemistry education assume a broader responsibility of teachers to become involved in the process of learning itself. This thesis is an account of one teacher's explorations of the relationship between the teaching and learning of a central concept in Chemistry; the Mole concept, through the surprisingly rich and varied literature that exists in this important scientific idea. The problem of teaching the Mole is a practical curriculum problem and as such is as much concerned with the problem of understanding the current theory in the scientific literature and understanding the perceptions of students as it is with the logical presentation of material as indicated by the text. The confusion surrounding the nature of the scientific language itself in professional literature and textbooks is weighed and the thinking of eight students recently introduced to the Mole is explored through structured interview. The thesis concludes with an evaluation of some teaching strategies and techniques of diagnosis of learning problems in this area of chemistry.

Chemistry; Learning processes; Science teachers; Teaching methods

73
Gilmour D W
Just what is an educated person? An analysis of the philsosphy of R.S. Peters and comparison with the religion of the Bible. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for pass degree of Master of Education.

This essay identifies the cognitive aspect of human nature as having a central place. Peters follows the majority tradition in Western philosophy and gives to the rational capacity the distinction of defining what it means to have human potential; and further, this particular aspect of human nature is the lynch-pin for understanding the development of the emotions, the moral life and in fact every other aspect of human nature, towards its potential. The Biblical response which we have brought to bear suggests that the cognitive does not have so definitive a place in both Old Testament and New Testament anthropology. Rather the cognitive aspects of a person are viewed in a relationship of creative interdependence with other aspects of person-hood, so as to present a truly wholist view of human nature. The cognitive is not viewed with the optimism Peters has for its capabilities, nor is any other aspect of human nature; for the Biblical account assesses persons-in-relationship, particularly in the sense of dependence upon God and inter-dependence with other persons. Finally, this essay turns to the issue of persons-in-relationship in the sense of personal and social goals in education and the connections between them.

Biblical literature; Educational theories; Educational philosophy; Ideologies; Peters (RS)

74
Godporn I
An analysis of manpower supply from the Thai education system relative to labour force demands. PhD: Macquarie University, 1982. Thesis submitted in partial fulfilment of requirements for degree of Doctor of Philosophy.

This thesis attempts to investigate techniques of forecasting possible future manpower supplied from the educational system in Thailand to meet the labour force demands. Two mathematical planning models, the Tinbergen-Bos-Correa model and the Bowles model, are selected for study and an analysis is made of their techniques and the fitness of each model to educational planning in Thailand. In this way, it is hoped to make a small contribution to the educational planners in Thailand, allowing them to develop further the techniques and to facilitate decision-making for educational planning in the future. The study is designed to answer four main questions: Firstly, how well do the two mathematical planning models apply to Thailand's condition for the whole educational system? Secondly, how well do the models apply in particular to each educational sector and field of study for the vocational education system? Thirdly, which model is likely to provide the best fit for future forecasting in educational planning? Finally, what educational technologies should be adapted for educational planning in the future?

Decision making; Educational planning; Labour needs; Thailand

75
Goode M
The transition to parenthood: an exploratory study of the variables related to paternal caretaking behaviour. MEd: Monash University, 1982. 217l.

An exploratory study of twenty-five couples investigated the transition to first parenthood. A large number of variables was examined relating to each member of the new family, and interactions between them, from early in pregnancy until the infant was six months old. The present thesis reported one aspect of the study. The influence of fathers' sex role self concept, relationship with their own parents, perception of caretaking as part of the paternal role and emotional state on perceived and recorded caretaking behaviour was examined. The same independent variables for mothers were examined to determine if maternal influences were more predictive of paternal behaviour than were paternal influences. It was found that paternal caretaking behaviour was a class of related behaviours rather than a single type of behaviour, and that the pattern of influences of the paternal and maternal variables differed depending on which caretaking task was being examined. Evidence was also found to suggest that play interactions between fathers and infants were part of a continuum of behaviours which overlapped caretaking behaviours. The incidence of specific paternal caretaking tasks was considered in relation to the effect on mother-infant interaction of two improtant maternal variables. The results suggested that the type of interaction found between father and infants was in part a function of the interaction between their partners and the infants.

Father attitudes; Mother attitudes; Parent attitudes; Parent child relationship

76
Goodsir W W
The formative years of staff development in New South Wales Technical and Further Education - with particular reference to the period 1975-80. MA: University of Sydney, 1982. Master of Arts (Pass)

This project is an attempt to assess the changes in policies and practice relating to staff development in the New South Wales Department of Technical and Further Education throughout the period 1975-80, as well as 'staff development' practices leading up to this time at both State and Commonwealth levels. The period 1975-80 is unique since it witnessed for the first time the intervention of the Commonwealth in funding a specific grant for staff development in TAFE throughout the Australian states. An attempt will be made to analyse the procedures developed to disseminate policies and participative approaches to the training and development needs of all staff in New South Wales TAFE. The early Commonwealth TAFE Reports made it quite clear that in the planning and conduct of such programs, that wherever possible, teachers should have the opportunity of participating in the planning and conduct of such programs. Currently New South Wales TAFE receives a budget in excess of 1.5 million dollars for in-service training programs. In many cases, staff development committees in colleges participate in determining priorities and the majority of activities which are planned for the ensuing 12 months are the responsibility of local staff.

Inservice teacher education; Program development; TAFE; New South Wales; 1970 - 1979

77
Gordon C J
A comparative study of the role of word based skills and processing strategies in the reading comprehension of primary school children. MPsych(Ed): University of Newcastle, 1982.

The primary purpose of the present research was to examine the effect of imposed text chunking on the reading comprehension of school-aged children of differing levels of reading ability, grade level, and simultaneous and successive processing skill. It was related directly to the 'deficit / difference' model proposed by Cromer (1970), to the model of simultaneous and successive processing proposed by Das, Kirby and Jarman (1975, 1979) and to the 'bottleneck' hypothesis as proposed by Perfetti and Lesgold (1979). In the experimental tests, subjects were exposed to text presented in the following ways: single words; text chunked appropriately, in accordance with sentence syntax; and text chunked inappropriately, in defiance of sentence syntax. Subjects' comprehension performance on these altered text formats was compared to their comprehension performance on a normal text format, as well as their performance on a vocabulary test, on two tests of simultaneous processing, and on two tests of successive processing. Results obtained indicated that the reading comprehension of school-aged children was most strongly dependent upon their word-based skills (as measured by performance on the vocabulary test), but also, though to a lesser degree, on their sentence based information processing strategies (as measured by performance on the reading comprehension tests under the altered text format), and on their varying levels of simultaneous and successive processing abilities.

Cognitive processes; Reading comprehension; Reading tests

78
Gotts A
An application of the Gagne-Briggs Model of instruction design. MEdSt: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Studies.

The purpose of this study was to assess the value to the classroom teacher and students of having curriculum units developed according to an instructional systems model of design. The conceptual basis for this study was derived from the Gagne-Briggs model (1979) of Instructional Design. It is contended that use of this model would help students learn effectively and that it could be readily adapted to the needs of classroom teachers. The evaluation of this model is based on the design and production of a four week Geography unit 'Coastal Ecosystems' according to the Gagne-Briggs model, and the performance of a group of Year 11 students who studied this unit. The use of the Gagne-Briggs model was shown to be particularly effective in the areas of defining performance objectives, preparing lesson plans, developing and selecting media and assessing student performance. Students studying the unit showed significant improvement in their performance between pre-test and post-test but this improvement in performance was not uniformly spread throughout the unit. The students perceived the unit to be a useful method of learning especially in the provision of feedback, reinforcement, and the delivery system of individualised instruction. The implications of this study and these findings for practising teachers are

discussed and recommendations for future research made.

Curriculum; Instructional design; Student reaction; Teaching methods; Briggs (RM); Gagne (LJ)

79
Gotts D R
Concept mapping: its use in the school context. MEd: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Education.

The purpose of this study was to assess the value to the classroom teacher and students of having students develop concept maps as a normal part of science activities. The conceptual basis for this study is derived from the learning theory proposed by Ausubel (1968). Concept mapping is considered to be one way in which this learning theory can be implemented in the classroom. The assessment is based on the relative performance of two groups of Year 9 science students. One group was taught the principles of, and a procedure for developing, concept maps and used this technique extensively during a three week science unit on 'Energy and Life'. The second group was taught this unit based on the same objectives and activities but did not use the concept mapping technique. The experimental group showed significant improvement in ability to recall knowledge and to apply knowledge in novel situations whereas the control group showed no such change. However, after completing the unit both groups had attained the same level of ability in each of these areas. The concept maps developed by students were found to be a valuable diagnostic measure for the teacher but were not perceived as a useful learning device by the students.

Learning processes; Student reaction; Teaching methods; Ausubel (DP); Concept maps

80
Gow L
The use of verbal self-instruction to enhance learning in retarded adults: a study of techniques for improving acquisition, generalization and maintenance. PhD: Macquarie University, 1982.

Although the ability of the mentally retarded to learn quite complex tasks has been amply demonstrated, a frequent finding is that they fail to generalise such learning, which brings into question the efficiency of the instructional procedures concerned. Verbal self-instruction training (VSIT), was seen as one possible solution to the problem of obtaining more efficient procedures. Thus, VSIT was compared to the more commonly used modelling and imitation (MODIM) procedures with a moderately-severely mentally retarded sample of 48 adults from an institution in a rural setting. Feedback was also added to these conditions to investigate its effect on generalisation outcomes, thus giving four training packages: VSIT; VSIT with feedback; MODIM; and MODIM with feedback. Six independent living tasks were trained (two sandwich making, two vacuuming and two collating); three being used for initial training, and three as related or 'near' generalisation tasks. The four instructional packages were investigated in order to ascertain their relative efficiency in terms of: (trainer) effort required to train to criterion on the six tasks; and the achievement of generalisation and maintenance outcomes. With a view to highlighting individual differences in performances both within and across groups, more detailed clinical observations were made of representative subjects. These, together with recommendations for technical improvements, are reported. Limitations affecting the generalisability of findings are discussed, with particular reference to the institutional sample selected for the study. Recommendations are made for future research in the programming for generalisation, relating particularly to possible modifications of VSIT procedures.

Autoinstructional aids; Moderate mental retardation; Outcomes of education

81
Graham S
Expressive modes in tandem: drawing and writing at four grade levels. PhD: Monash University, 1982.

The genesis of the present study has been the perceived need for more knowledge of the common attributes of the expressive modes, in particular, drawing and writing, to provide directions for further research, for curriculum development and for teaching practice in the primary school. The study, conducted with 240 children from grades 3 to 6, attending two Melbourne schools, investigated the effect of a range of factors on children's drawing and writing performance. A counterbalance research design was utilised in collecting 3 drawing and 3 writing samples from each subject, with the samples being produced in response to different types of stimuli. These expressive products were analysed in terms of the effect of stimulus type, age, sex, intelligence, home language, birth order position in family, socio economic status and response mode preference. A compelling profile / spectrum of intra-modal and inter-modal similarities (and differences) emerges, one that provides a data base that will, hopefully, encourage further research and influence teaching practice in this vitally important and hitherto neglected field.

Curriculum development; Student attitudes; Student behaviour; Writing (Composition); Drawing

82
Gunter S A
Failing students: a study of structures developing in Victoria during the late 1970's, in relation to school failure at junior post primary level. MEd: La Trobe University, 1982. 308p.

This study is concerned with students who have not achieved the competency in literacy and numeracy required by the curricula of their junior post-primary schools. Specifically, it deals with the contexts in which they work. The focus is upon the allocation of students to groups, of teachers to those groups, and of programs to the students, in the junior years of post-primary schooling, during the late 1970s, in the state of Victoria. Some historical, methodological and theoretical contextualisation is included, based on developments in terms of provision for low achievers, and of support systems for them and their teachers.
A survey carried out by the writer, and other information available about schools for the years 1977 to 1979 is analysed in terms of emerging patterns of organisation. New developments involving changes in perspective related to the school as a learning community, and to the participation of the wider community are examined. These include the use of student and adult tutors, the mini-school concept, and teamwork involving specialist teachers. Pressures and constraints upon schools deriving from community perceptions of the role of the school, as indicated by inquiries made during the late 1970s are also considered. Attention is finally given to possible future developments, in the light of recent Government White Papers aimed at restructuring the State Education System, and to other moves to restructure support and special education services related to the needs of low achievers.

Failure; Low achievement; Number concepts; Reading difficulties; Victoria; 1970 - 1979

83
Guthrie G S
An evaluation of secondary teacher training in Papua New Guinea. PhD: University of Newcastle, 1982.

Papua New Guinea has had secondary schools for barely 20 years and secondary teacher training for 15 years. This study was a summative evaluation of the six main programs supplying provincial high school teachers from 1976-8. The programs were evaluated primarily using formal professional judgements in graduates' inspectorial reports during 1977-80. Manpower data and informal inspectorial opinion were also utilised. Data were collected from official files on the socio-educational background of 578

program graduates and 593 teachers' careers were traced. 55 teacher trainer and inspectorial questionnaires were supplemented with data on 22 other teacher trainers. The main objective of the evaluation was to make policy recommendations to the Ministry of Education and the University of Papua New Guinea (UPNG). A number of theoretical contributions were also made. No significant differences were found between program graduates' professional acceptability, despite different program designs, lengths and costs. The research hypotheses were therefore not accepted. Nineteen recommendations focused on adding general education to the most satisfactory program, the GTC Diploma in Secondary Teaching, reviewing the pre-service degree and expanding in-service training.

Curriculum development; Teacher education programs; Teacher evaluation; Papua New Guinea

84
Hall K C
Student self evaluation. A review of the literature and four case studies. MEdSt: Monash University, 1982.

Student involvement in evaluation of their learning is not new. However, the practice is not widely accepted or used. This paper commences with a definition of the meaning of 'student self-evaluation', and continues with a review of literature relevant to the topic. A number of issues and concerns evident in the literature are highlighted and conclusions drawn. Four case studies follow the literature review. They represent a range of different contexts and procedures in which students are involved in evaluation of their own learning, and provide some useful insights into practice. A number of comments are made in the final section, summarising points arising from the study as a whole, and attention is drawn to the interrelatedness of student self-evaluation with other areas and forms of evaluation.

Learning processes; Self evaluation (Individuals); Student reaction

85
Halsey R J
Vocationalism in education; a description and analysis of courses and recruitment procedures at a South Australian secondary school. MEd: Flinders University of South Australia, 1982. 178p.

The theoretical framework for this thesis is the sociology of knowledge and that aspect of it which is primarily concerned with the social construction of reality. Schools as societal institutions are engaged in the construction and transmission of social realities to students in many ways. In this report it is endeavoured to demonstrate that the social reality transmitted to students at a secondary school in South Australia is one characterised by job training and work - it is vocational reality. To establish the character of the social reality nurtured by the school, a detailed description and analysis of the curriculum emphasis and course organisation is presented. Specifically, course details, student recruitment procedures and teacher and student perceptions of the school's Year 11 program are examined. In this way it has been possible to tease out elements of the curriculum options and what teachers say about the various Year 11 courses which foster the vocational reality. In recent years there has been a growing interest in the field of school-to-work transition and programs which claim a degree of specialisation in this area. Most of the research on these programs has focused on success rates for employment which, in turn, has rapidly become a criterion for determining their value. However, there has been very little work undertaken on vocational courses in terms of a theoretical framework such as that used for this research. Consequently, this case study represents a new approach to explaining what schools are doing through the courses they offer based on the sociology of knowledge and in particular, the social construction of reality.

Education work relationship; Transition education; Vocational education; South Australia

86
Hancock G J R
Developing language games. MEdSt: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Studies.

The language of an individual is more than a means of communication; it is part of his way of life. The individual inherits the social, economic and political environment in which he is nutured, and his language reflects the concerns, the emotions and the personal interaction of the individual with his world. English language, taught and learned in the classroom, should reflect this interactive process and develop the individual's potential linguistic ability in, and awareness of, his environment. The games developed and described centre on cultural and social concerns, establishing a connection with the pupil's inheritied environments as well as with future educational and social needs. Once the connection is established, the pupil's realities can be explored and developed. The oral traditions, begun in the home and peer environments, are extended so that the often overly extensive, and sometimes irrevelant, concern with literacy as the singular educational goal is adjusted, the effect being development of oral skills - much needed for living but often neglected in language education. Games provide the medium through which language can again be envigorated with human actions and emotions and through which language learning can be invested with naturalistic purpose and function. A most important element in the developed games and in the guidelines for the development of games appropriate to a variety of classroom environments, is that the language used, the behaviours tested and learned, and the activity undertaken are all to some purpose. Learning and using appropriate language for situations assumes an immediate function and an immediate purpose.

Audiolingual skills; Games; Language acquisition

87
Hancy T S
Formation and development of visual preferences: for literal and non-literal images in boys and girls at ten and fourteen years of age. PhD: La Trobe University, 1982. 410l.

Ten and fourteen year old children's preferences for literal and non-literal images were researched within a developmental theory. A model was developed for understanding and interpreting visual preferences which was based on the writings of Bruner, Witkin, Piaget and Gardner, and takes into account both cognitive and sensate development. An instrument was designed in which a number of variables were controlled while style was varied to test children's preferences for literal and non-literal images. Responses of an approximately equal number of boys and girls at ten and fourteen years of age from five distinct socioeconomic areas revealed that: at ten years of age children displayed a strong preference for literal images, whereas at fourteen years of age the distribution of preferences was bimodal with approximately thirty-seven percent preferring the literal images and approximately forty-two percent preferring the non-literal images. At fourteen years of age girls expressed a stronger preference for the non-literal images than did boys; there were statistically significant differences among the five diverse socioeconomic areas but the interactive patterns indicated the influence of extraneous variables; there was a statistically significant relationship between visual preferences and each of general intelligence, verbal ability and spatial ability. The theoretical model developed proposes that children at ten years of age develop their representation of the world in a highly figurative manner.

Age differences; Cognitive development; Imagery; Sex differences; Visualisation

88
Hendley M J A
Schooling the adolescent girl: an exploration of some advantages of girls' secondary schools. MEd: University of Melbourne, 1982. Minor thesis.

This thesis commences with an outline of the reasons for the decision to research the debate about single-sex and co-educational secondary schools. The study first of all examines data on physiological sex differences and the moves on to an exploration of adolescence with particular reference to the psychological outcomes of these differences. Having made a case that the sexes have different needs the Eriksonian theory of identity development, which emphasises the importance of gender identity in this process, is then considered. This theory is the basis of the contention that girls' secondary schools may play a valuable role in the development of girls during the adolescent years which are crucial for identity development. It is then pointed out that an orientation to a world-view is also a vital element of identity development. A suggestion is presented for a possible world-view for a Christian school which would facilitate the development of an educated woman.

Coeducation; Females; Single sex schools

89
Hannagan M
An examination of a model: Process reflection. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for Master of Education.

This long essay proposes a model, termed 'process reflection', as a means of understanding and providing feedback for an educational setting. It is a response to the functioning of such roles as change agency and many forms of educational consultancy. Unlike much in these, 'process reflection' is defined as essentially a skill, which seeks only to accurately understand and provide empathic feedback. It is an argument for the institution working at solving its own problems, which is likely to have more lasting value for the system. The model used is based on the 'participant observation' method used by Anthropology, which is concerned with providing scientific understanding of a system. It involves an objective study, which approaches the system in an holistic manner, collecting data and making observations, without attempting to shape it by any preconceived terms. A second component of the model is based on non-directive counselling. As a result of careful, continuing observation, feedback is given to the system. This endeavours to 'mirror' back to the institution what is seen. After definition and discussion of the model, this study outlines a period of observation of the system. The second stage is an exploration of the model and its potential, combining observation and feedback. This latter period of approximately twenty-six weeks, two school terms, was particularly challenging, as it was a period when a new Principal and a new Deputy took office. This study is a description of a researcher, participating in a system, but very consciously aware of observation and feedback.

Educational psychology; Decision making; Models; Responses

90
Harnwell P J
Development, implementation and evaluation of an alternative senior secondary curriculum. MA: Macquarie University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Arts.

One of the major problems which has faced many students entering Year 11 in secondary schools in NSW is that the course of study has been inappropriate for them. This report discusses whether it is possible, within the constraints placed on schools by the New South Wales Department of Education and the Board of Senior School Studies, to develop an alternative senior curriculum to cater for the needs and interests of these students. The second part involves a description of the development and successful implementation of an alternative senior curriculum at Macarthur Girls' High school, Parramatta. The concluding section reports on the evaluation of the alternative curriculum. Finally general conclusions are drawn which highlight successes and difficulties. These are provided in the hope that they will assist other schools endeavouring to initiate a similar venture.

Curriculum development; Curriculum evaluation; Educational alternatives; Macarthur Girls' High School; New South Wales. Dept of Education

91
Harris P W
Ecumenism and education: the Christian Community College, Maryborough. An Australian case study. MEd: Monash University, 1982.

Since the days of Australia's inception the Churches had been involved in education. With the passing of the Secular Acts of the 1870's the Churches, apart from the Roman Catholics, withdrew from education. The changing post-war population put new pressures on Catholic education. With a change in attitude by the Protestant Churches and the political situation finely balanced, Sir Robert Menzies introduced Federal State Aid. This aid, which was increased with the establishment of the Australian Schools Commission, stimulated a new interest in establishing schools at a stage when there was growing unrest within the State systems of education. At the same time, in Victoria, the central prescription of school curriculum was changing towards school-based assessment and curriculum development. Maryborough, located in central Victoria, is an industrial town with a pastoral and gold mining history. Within it existed an ecumenically minded Ministers' Fraternal, a Catholic secondary school with falling enrolments, and an energetic laity. To solve the problem of the Catholic school, a perceptive religious order, and a receptive Bishop, allowed an energetic local community with a visionary Anglican priest, to establish the Christian Community College. Against the scenario of growing ecumenism and increased Government support, the Maryborough school set the example to other local communities seeking a school to satisfy their particular requirements.

Catholic schools; Educational history; School community relationship; Australia. Schools Commission; Christian Community College. Maryborough; Victoria

92
Hart R J
Educational provisions for gifted and talented children in Victorian schools viewed from an Australian perspective. MEd: University of Melbourne, 1982. Thesis submitted in partial fulfilment of requirements for degree of Master of Education by course work and minor thesis.

This thesis is concerned with the Educational Provisions for Gifted and Talented Children in Victorian Schools. A knowledge of historical developments both Australian and world wide is seen as a necessary prerequisite for an understanding of present practices in both government and non-government schools. An analysis of the major contemporary issues which face the designers of programmes for gifted and talented children is then presented. Once these issues have been identified a description of current educational provisions operating within Victorian schools is undertaken. Government and non-government schools are examined at both the primary and secondary levels, as well as teacher training courses for the teachers of the gifted and talented. In the conclusion, achievements both in Victoria and Australia in meeting the needs of gifted and talented children are discussed and the prospects for the future are considered.

Curriculum; Educational innovation; Gifted; Talent; Victoria

93
He Z
Analysis of the cohesive properties of some English teaching texts. MEd: La Trobe University, 1982. 172l.

The aim of the thesis is to investigate the cohesive properties of some English language teaching texts

and to attract attention to their implications for language teaching. In particular, the thesis is concerned with lexical cohesion. The thesis is based on the assumption that different types of teaching texts present different cohesive features. This assumption has been supported by the results drawn from the cohesive analysis of twenty-five English teaching texts, selected from three sets of textbooks totalling approximately 10,000 words. There is a summary of the five main types of cohesion in English, i.e. reference, substitution, ellipsis, conjunction, and lexical cohesion. While it is mainly based on Halliday and Hasan's model of cohesion in English, relevant views on the topic by other authors are also incorporated wherever appropriate. Some conclusions are drawn about the cohesive patterns of teaching texts and their implications for language teaching are commented upon.

Discourse analysis; English teaching; Textbook evaluation

94
Henderson J B
The relationship between pupils' attitudes to science and certain teacher related variables. MEd(Hons): University of New South Wales, 1982.

The development of desired attitudes, values and beliefs is held by many educators to be an important goal of both education in general and science education in particular. Research has identified some of the variables relating to the development of positive attitudes in pupils. The findings suggest that an important role in the development of attitudes is played by the teacher. The aim of this study is to investigate the relationship between pupils' attitudes to science and certain teacher-related variables. The pupils' attitudes to science were measured using the Brunei Science Attitude Survey. Special scales were constructed to measure the teachers' attitudes to teaching and to teaching science. Pupils' perceptions of their teacher's competence and strictness and pupils' liking for their teacher were measured by four single items inserted in the Brunei Science Attitude Survey. Pupils' attitudes to science were found to be related to their liking for their teacher and their perception of the teacher's competence. Post hoc analyses suggested that liking the teacher was the more significant of these two in the case of boys while perception of the teacher's competence was the more significant for girls. No relationships were demonstrated to exist between pupils' attitudes to science and other variables.

Science education; Student attitudes; Teacher attitudes; New South Wales

95
Henry M B
The development of a parent education program with young urban Aboriginal mothers and their infants. MEdSt: University of Queensland, 1982.

In establishing the theoretical bases for the setting up of a parent education program involving young urban Aboriginal mothers and their infants, a brief review is made of evidence pointing to the influences of the home environment on children's development. The association between parents' socioeconomic or minority group status and children's development is examined, in the light of a model that presents child status and achievement as mediated by parental practice, and this in turn as a function of the ratio of the resources available to parents and the demands made on them. A parent-child interactional model in which high parent initiative - high child initiative is seen as developmental brings out the correction between developmental parental practice and a sense of internal control on the part of both parents and children. An analogous model is proposed for developmental intervention programs. Such a program was attempted at Inala, Brisbane, with a group of young Aboriginal mothers and their infants, initially aged up to two years. The program aimed, first, to add to the mothers' resources by increasing their knowledge of their children's stages of development, their awareness of their own role in that development, and their enjoyment of and responsiveness to their children. A second aim of the program was to train an Aboriginal parent educator to help mothers enhance their resources in these ways.

Aboriginal mothers; Family environment; Parent education; Queensland

96
Hill P W
Process hierarchy theory: a holistic approach to theory building in education. PhD: Murdoch University, 1982.

It is argued that the educational taxonomies of Bloom, Gagne, Ausubel & Robinson, and Merrill, are instances of attempts at classification based on a single, general theory of learning, referred to as 'process hierarchy theory'. The theory postulates the existence of classes of behaviours which are hierarchically organised in terms of their complexity and the degree to which the learner is conscious of their existence, and which are independent of age, type of instruction and subject-matter content. The hierarchy is cumulative in that the behaviours of each class contain those of lower classes. At a very general level, the propositions embodied in process hierarchy theory are found to apply to a wide range of natural and artificial phenomena extending well beyond the field of education. These highly generalisable components are explored from a general systems perspective in order to provide a framework for comparing and contrasting process hierarchy theory with other hierarchical conceptions of learning. The mathematical modelling of process hierarchy theory is considered from a factor analytic perspective, using as a starting point Guttman's radex theory. It is shown that Joreskog's general model for the analysis of linear structural relations (LISREL) can be used to specify various quasi-simplex models to represent two key notions of process hierarchy theory - the cumulative hierarchy and transcendence of processes assumptions. On the basis of an examination of the theoretical issues and empirical evidence provided by the re-analysis of the two data sets, an assessment is made of the likely usefulness of process hierarchy theory as a theoretical basis for educational taxonomies.

Educational philosophy; Educational theories; Holistic approach; Learning theories; Guttman (L)

97
Hotchkis G D
A conceptual and empirical analysis of models of instruction for use with pupils classified as slow learners in the New South Wales state secondary education system. PhD: Macquarie University, 1982. Thesis submitted in partial fulfilment of requirements for degree of Doctor of Philosophy.

This thesis evaluates, in conceptual and empirical terms, certain models of instruction which are available or used in the instruction of those secondary school pupils classified as slow learners. The practices which define the prevailing model in the NSW state secondary school system are stated. This model is referred to in this thesis as the Traditional Model of Instruction and from some perspectives these current practices discussed can be viewed as antithetical to the needs of slow learners. In particular the Traditional Model can be seen to assume too much generality of pupil behaviour, especially in learning ability, too much reliance upon global measures to make fine discriminations between pupils, and to generate many negative expectations with respect to pupil academic progress. A number of these assumptions were tested in traditional school settings with two aims in mind. Firstly, to assess their viability and hence the viability of the model itself, and, secondly to contrast the traditional expectations with the results obtained when a more optimistic and technically efficient model, the Precision Teaching Model, was introduced into the traditional school setting. It was demonstrated that the Traditional Model pupil categorisation and placement procedures failed to hold up in a typical instructional domain such as

mathematics. It was also shown that the assessment of pupil ability by means of intelligence tests leads to confusing and conflicting results. Finally, it was shown that the rate of pupil learning and the degree to which that learning was retained are more closely related to the nature of the instruction than to assessed levels of pupil ability.

Academic ability; Slow learners; Student behaviour; New South Wales

98
Howe W
The effects of perceived relations between problems on transfer from insoluble to soluble tasks. MEd (Hons): University of New South Wales, 1982.

Sweller and Gee (1978) argued that transfer effects are mediated by subjects' perceptions of relations between tasks and they demonstrated that Einstellung could be obtained or eliminated by procedural alterations resulting in perceptual changes. A review of studies demonstrating perceptual effects in the transfer from insoluble to soluble tasks is given. These studies are drawn from both Hypothesis Theory and Learned Helplessness Theory (see Seligman, 1975) literature. The relationship between these two theories is briefly discussed. It was hypothesised that the 'Insoluble Problem Effect', where there is negative transfer from insoluble to soluble tasks, would be affected by perceptual changes between tasks, as was Einstellung. This prediction was tested and confirmed in two experiments, the first involving secondary school subjects and the second, primary school subjects, confirming the generality of these findings. Changes in stimuli, instructions, or feedback reduced the effect, the reduction being greatest when the perceptual disparity was greatest and least when this disparity was small.

Difficulty level; Perceptual development; Problem solving; Task analysis

99
Howlett E D
The developing roles of regional Principal Education Officers (R-7) in South Australia: current perceptions of Principal Education Officers and other significant groups (teachers, principals and senior administration) within the Education Department of South Australia. MEdAdmin: Flinders University of South Australia, 1982. 237p.

The organisational changes which took place within the Education Department of South Australia during the 1970s had a significant impact on the position of Inspector of Schools within the system. To reflect the changed conditions and circumstances which accompanied decentralisation of education in this state, the title Inspector of Schools was replaced with that of Principal Education Officer (P.E.O.). The present study traces the development of the roles of P.E.O.s, with special reference to those who work in the junior primary / primary span of education, and focuses on the experience of role ambiguity and role conflict among P.E.O.s as a result of the rapid organisational change of the last decade. An opinionnaire was administered to selected principals and teachers to ascertain their perceptions of actual, requisite and inappropriate professional roles for regional P.E.O.'s. Responses from principals and teachers concerning their perceptions of the role of regional P.E.O.'s showed close similarity of viewpoint. Preference was indicated for P.E.O.'s to be active in supporting and assisting school program / personnel development and system-level communication, but not to be involved in monitoring roles such as the conducting of surveys. At least two thirds of principals and teachers believed that regional P.E.O.'s should spend a minimum of fifty per cent of their time in schools and on professional matters.

Educational administration; Inspection; Organisational change; School supervision; South Australia; South Australia. Education Dept; 1970 - 1979

100
Humphrey S F
An analysis of the first report on technical and further education (Kangan Report) with particular reference to New South Wales initiatives in staff development and removing barriers to access. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for pass degree of Master of Education.

This essay provides a brief analysis of the First Report on Technical and Further Education in Australia (more commonly referred to as the Kangan Report). This Report has generally been accepted as providing a benchmark on discussions on a national philosophy for technical and further education as well as being the vehicle through which significant Commonwealth Government funding was obtained for this area of education. It also led to the establishment of a national Commission and then Council representing and co-ordinating TAFE interests and policies at a national level. Two very important areas identified in the Report, i.e. Staff Development and Removing Barriers to Access, are analysed and the response to their ideas at a Commonwealth and State level is considered and then an evaluative analysis of the New South Wales response to the Kangan philosophyis provided. The general assessment is that the Kangan emphasis on staff development was well justified in the light of demands subsequently placed on TAFE to provide specialist educational services for the unemployed, handicapped and so on. Removing barriers to access is both an institutional, educational and social problem. In the post Kangan period there has been a marked social awareness of discriminatory barriers to the point of legislation in the form of Anti-Discrimination Acts. These have been applied to education in various forms with the end result that affirmative action programs in favour of discriminated groups have been implemented.

Access to education; Continuing education; Educational development; TAFE; New South Wales

101
Jakowlew P
Microcomputers in educational administration. MEdSt: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Studies.

This study briefly reviews the history and development of microcomputers. It comments on the potential of microcomputing in light of the current technological advancements that are being made through research in electronics and other related fields. The author asserts that microcomputers are already sufficiently powerful enough to be useful in solving educational administration problems. To support this claim a case study involving the introduction of a microcomputer package is detailed. The computer package entitled CAAS (Computer Assigned Appointments System) is a system that is introduced in the case study which allocates appointments for subject teacher based parent-teacher interivew days / nights. The system is fully documented and includes additional guides so that other users should be aware of the necessary preparation before the system is actually used. The study concludes with a call for further software packages to be written in the field of educational administration by asking senior administrators to support further work in this area.

Educational administration; Computer programs; Microcomputers

102
James R A
Dance education: A possible model for curriculum development in teacher education. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for pass degree of Master of Education.

The issue of this essay is that more is required in setting up a curriculum in dance education. Certain 'essentialist' views must be considered of prime importance to fully justify the inclusion of dance education into the curriculum and to determine, not only overall aims and guidelines, but also other vital

aspects of a dance education, including what should be taught and how. It is the claim of this essay that in the past there has been no real sequential development of curriculum in dance education, as distinct from 'learning-to-dance'. There is an obligation to provide an underlying philosophy or base for future growth. Development from 'grass roots', based as it can be on vaguely defined philosophies, does not lead to an education of full lasting value, by negating that unique aspect dance has to offer. This base for development should investigate myriad approaches to dance education. From it can come possible practical outlines for curriculum. The essay also looks at models of teacher education in dance. Recommendations of both Australian and overseas studies are considered and the Course Outlines of Rusden State College, Victoria, (Dance Major) and of The Australian College of Physical Education, NSW, (Dance Major) investigated. From the proposals regarding the philosophies behind dance education, what it has to offer, from the climate for dance in schools and the changing trends and research into teacher education, some ideas for a course in teacher education in dance, emerge.

Curriculum development; Dance; Movement education; Teacher education

103
Jenvey V B
Temperament and play behaviour in preschool children. MEd: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Education.

This study investigated the relationship between preschool children's temperament and their symbolic play behaviour. Symbolic play was interpreted from a cognitive-affective perspective, integrating Piaget's (1951) cognitive interpretation of symbolic play and Freud's (1920) psychoanalytic interpretation of symbolic play. Accordingly, it was described as occurring at the interface of the cognitive and affective modes of behaviour as was described in what Schmukler (1981) referred to as a form of the preschool child's problem-solving behaviour or mastery, particularly with regard to emotional needs and issues. Twenty-nine preschool children were observed in solitary play with two different sets of play materials: realistic and non-realistic (junk) in their normal kindergarten environment. The children's play behaviours were recorded and quantified using Jeffree and McConkey's (1976) scheme. The three separate measures (mother's, father's, and teacher's) of the temperament dimensions of adaptability and approach / withdrawal were obtained by using Thomas and Chess' (1977) Parent and Teacher Temperament Questionnaires. Other data concerning children's reading and television viewing patterns, SES and IQ were also collected. The most significant effects on their play were both environmental - their television viewing patterns and their SES. On the basis of these results it was suggested that girls' symbolic play behaviour is more subject to environmental modification than boys, irrespective of their temperamental characteristics.

Behaviour patterns; Cognitive processes; Personality; Play; Freud (S); Piagetian theory

104
Jiranee T
The 1978 / 1979 academic year university graduates in Thailand: internal migration for purposes of tertiary education and subsequent employment. MA: Australian National University, 1982.

This thesis describes the patterns of migration and distribution of undergraduates and employed graduates using the Survey of the 1978 / 1979 Academic Year Graduates' Job Placement which was conducted by the Office of University Affairs, Thailand, as the principal source of data. Undergraduate migration is studied by examining the in- and out-migration of the respondents for the seven regions of the country. The effect of the higher education decentralisation policies on levels of migration are considered. Graduate employment trends during the 1974 / 1975 - 1978 / 1979 academic years are studied to give a general idea of the employment situation of government university graduates. It is concluded that the overall levels of unemployment amongst government university graduates do not constitute a problem at present. The patterns and redistribution of employed graduates are examined by various types of migration. It is demonstrated that Bangkok university graduates are less mobile for emplcyment than other graduates. The thesis concludes with a discussion of the implications of the findings and the limitations and possible further development of the study.

Employment patterns; Migration patterns; University graduates; 1970 - 1979; Thailand

105
Jones D A
The reasoning of teachers about curriculum: a literature review from the perspective of the policy sciences, and a research proposal to illustrate a selected aspect of the review. MEd: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Studies.

'Rational Curriculum' is identified as the dominant contemporary form of reasoning about curriculum, and is related in its foundations to the growth of the twentieth century social sciences. The reasoning in 'Rational Curriculum' is identified as similar to Diesing's 'Technical Rationality' and is exemplified by reference to a group of curriculum writers. A critique of some of the assumptions underlying 'Rational Curriculum' is made, which leads to a review of recent literature upon the reasoning of teachers. It is argued that the reasoning of teachers differs substantially in form from that depicted in 'Rational Curriculum' models, and some indication is provided of the form of teacher reasoning about curriculum. This description relies heavily upon an acceptance of the validity of phenomenological data, and a justification of this type of data is provided using a Policy Sciences perspective. Finally a small research proposal is outlined to provide data upon teacher reasoning.

Cognitive processes; Curriculum; Teacher attitudes

106
Jones G C
In search of equality. A survey of specialist education programs implemented in the United States, Australia and Canada in an attempt to redress educational inequalities caused through socio-economic disadvantage. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirement for pass degree of Master of Education.

It is the aim of this paper to consider the types of programs undertaken in the United States, Australia and Canada in their attempts to enhance and improve the educational opportunities of these children and adults who are described as being socio-economically disadvantaged. Most of the specialist programs implemented initially did tend to accept the deficit theory of education and as a result the majority of the early programs were based on the compensatory model. In the last decade an increasing array of research has cast doubt on the effect school can have on a child's situation anyway; that a child's socio-cultural or socio-economic background is too strong an influence to allow any change to take place. It is gradually being realised that a far bigger commitment by governments, in the areas of economic and social policy is needed if any degree of equality of outcomes for all is to be achieved.

Access to education; Equal education; Socioeconomic influences; Canada; United States

107
Jones J A
Sex role socialisation and the implications for occupational preference and interest choice of sixth grade children: some perspectives and determinants. MEdSt: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Studies.

This project was designed to discover and describe the differences and similarities in the interests and occupational preferences of sixth grade girls and boys in primary schools in Melbourne. The fact that the types of schools differed, though all were within the metropolitan area, was another aspect that was considered. The degree to which Grade 6 children's interest activities and occupational preferences reflect sex-typing was studied through their response on a questionnaire to a selection of 35 mm slides. The slide selection covered nine areas of children's interests and nine occupational areas. Furthermore the project looked at the influences of home background as well as the significant differences and similarities between girls' and boys' choices. The findings on children's interests reflected sex-role stereotyping, although it could be said that there is evidence of a shift in the traditional domestic and family attitudes held by some girls. This shift is more pronounced with the middle-class girls who it was shown were the least traditional with their interest patterns. The conclusions that boys and girls are restricted in their early activities and occupational interests, implies that educational practices are needed to reduce the pressures that make it difficult for boys to consider any traditionally 'feminine' occupations and to encourage girls in non-traditional activities and occupational interests. As a result a practical kit for teachers' use has been compiled which could be used in primary schools not only for extending children's awareness of vocational knowledge, but as a means of breaking down sex-role attitudes.

Occupational aspiration; Sex role

108
Jones S L
Secondary education at the Victorian Correspondence School 1938 - 1978. MEd: University of Melbourne, 1982. Thesis submitted in partial fulfilment of requirements for degree of Master of Education by course work and minor thesis.

How many students? What forms? What type of students? Where are students located? How many and what type of subjects are studied? Why do students discontinue? These, and other questions about the enrolment at the Secondary Section of the Correspondence School are investigated in this thesis. A computer analysis of information on Student Record Cards was completed for every fifth year in the period 1938 - 1978, with most variables being cross-tabulated with form, and this data is presented in a series of tables. A description of the changes which occurred between 1938 and 1978 is also provided. The major contribution of this thesis is that it makes available enrolment data which was in an hitherto unavailable form. Data files for each year investigated have been created and these are available if future researchers wish to complete detailed studies of individual years or for studies of specific aspects of enrolment through time.

Correspondence schools; Educational history; Educational change: Victorian Correspondence School; 1930 - 1939; 1940 - 1949; 1950 - 1959; 1960 - 1969; 1970 - 1979

109
Joyce P M
Communication is the health care context: perception and reality. MEd: Monash University, 1982. 605c. Restriction on photocopying and consultation until 3.11.85.

The fundamental purpose of this study was to investigate the current level of congruence that exists on a number of important dimensions between the perceptions of members of the non-medical general public requiring health / medical care and those providing that care. An extensive questionnaire was then trialled, modified and subsequently distributed to representatives of members of various health professions, patients currently in hospital and members of the well general public in order to provide objective information concerning respondents' attitudes to a variety of aspects of the present Health Care System; their perceptions and experienced reality of the health / medical interactive process; their views concerning the nature and amount of information perceived to be desirable about their own illness and the degree to which these desires had been met. Comparisons were then made between the responses of the three major sub-groups: health professionals, the sick and the non-medical general public, as well as males and females within these sub-groups. As a result of these analyses, which enabled quite significant comparisons to be made, a number of questions emerged as worthy of further investigation and some important educational implications were derived. These implications involved the current secondary school education system, the method of selecting and educating health professionals as well as the education of the non-medical general public.

Health personnel; Medical care evaluation

110
Kadir Z B A
Education and labour force participation of women in Peninsular Malaysia. MEd: Flinders University of South Australia, 1982. 182p.

This study is concerned with the extent of the changes in the educational and labour force participation of women in Peninsular Malaysia between 1957 and 1970. The underlying assumptions of this study are that while men and women differ in the scope and nature of their participation in education and in the labour force, differences and variations also exist in the participation within the female population because of the different attitudes held by the different communities in Peninsular Malaysia regarding women's non-domestic roles. One of the main conclusions reached in this study is that while the widening of both educational and employment opportunities has enabled women who have had access to these opportunities to assume new tasks in the economy and new roles in public life, for the majority of women, the traditional roles still predominate. This is related to the utilisation of educational opportunities by women and the effects of education on women's labour force participation. There is a high work participation among women with little or not education (those who are mainly in the rural areas performing agricultural work) and among women with higher education who are able to enter the professional and semi-professional occupations where there is still a need for trained and skilled personnel. At the middle level (particularly in the nonprofessional white collar occupations) women with secondary educational attainments face greater competition from men possessing similar qualifications for jobs which are not expanding as rapidly as secondary education.

Access to education; Equal opportunities (Jobs); Womens education; Malaysia; 1950 - 1959; 1960 - 1969

111
Keast I
The major theories of writing development, 1966-1981, and their implications for the teaching of writing. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for pass degree of Master of Education.

The main emphasis of this essay is to survey and evaluate the major theories of writing development, 1966-1981. The research of major theorists from three countries - America, Britain and Australia is first surveyed, then evaluated and finally the implications of this research for the teaching of writing in primary and secondary schools are discussed. In approaching the research from America and Britain, Moss and Watson point out important differences in approach and assumptions from the two sides of the Atlantic. The American approach to research, in general terms, is characterised by a formal, thorough and analytic approach, with an emphasis on the cognitive aspects in the development of individuals; in Moss's terms its tone is 'careful (and) somwehat bland.' By contrast, the English research in general has emphasised a 'whole language' approach rather

than, in isolation, the 'elements' of English. The Australian experience has tended to merge elements from these two countries and adapt them for use in the local context. The research which occurred after 1966 has running through it five concerns, each of them arising from the 'personal growth model' of English: first, what is the purpose of writing? second, what is the relationship between writing and learning? third, is there sequence in writing development? fourth, what occurs in the act of writing? fifth, what are the implications for the teaching of writing from such research? These concerns are the main threads running through the research into writing development which is examined in this essay.

Comparative education; Writing teaching; Writing research; United Kingdom; United States; 1960 - 1969; 1970 - 1979

112
Kehoe M T
Lay teachers in Melbourne Catholic parish primary schools 1872-1972. An examination of changes in the role and status of lay teachers in Melbourne Catholic parish primary schools. MEd: University of Melbourne, 1982.

The first parish primary schools which were established in the Catholic Archdiocese of Melbourne were staffed completely by lay teachers. When government aid was withdrawn from the denominational schools by the 1872 Education Act it became difficult to finance the salaries of lay teachers and religious congregations were asked to extend their teaching activities from the few congregation-owned schools to the parish primary schools. When further legislation was passed in Victoria in 1905 requiring all teachers and schools to be registered, the religious were again asked to respond by providing teacher training both for their own members and for lay teachers who taught with them in parish schools. During the 1950s the Catholic Archdiocese of Melbourne decided to recruit increased numbers of lay teachers to staff parish primary schools and once again the religious congregations were asked to provide teacher training for these lay teachers. Although the documents of the Second Vatican Council were to establish a theoretical framework during the 1960s for a more balanced partnership of religious and lay teachers in Catholic schools, this did not develop in practice until once again in the 1970s the assistance of government aid enabled the Catholic school system to offer full professional salaries and career opportunities to lay people.

Catholic teachers; Catholic schools; Educational history; Lay teachers; Victoria; 19th century

113
Kelly R P
Problems of Mauritian educational development. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for pass degree of Master of Education.

Education in Mauritius has been subjected to many socio-economic and political forces. As a consequence educational problems have arisen, some of which have continued to the present day. They include: the achievement of a high degree of national literacy, the provision of adequate places within the government secondary schools and the need to tailor the education system and the curriculum content thereof, to meet the manpower needs of the economy and the needs of the people themselves. Thus this essay examines key developments within the overall education system during the period 1810-1980, to assess the resolution of these problems. The educational experiences of another developing country is also examined in an attempt to derive some useful insights for the resolution of the educational problems facing Mauritius.

Educational administration; Educational development; Educational policy; Government role; Socioeconomic influences; Mauritius; Singapore

114
Kempster G T
Probability in Primary schools. Yes or No? MEd: University of New England, 1982. Two unit thesis submitted in partial fulfilment of requirements for Master of Education.

The writer sought permission from the North West Area Directorate in New South Wales to conduct an exploratory project, a small scale development and trial of some work on probability. This project was carried out with the help of the teachers and children of Years 5 and 6 at Oxley Vale Primary School in the third term of 1979. In summary the work done at Oxley Vale consisted of: (a) the construction and administration of a preliminary questionnaire attempting to find out what children already knew about chance; (b) a series of class lessons with Years 5 and 6; (c) a follow up questionnaire and interviews with the children and teachers involved. The aim of the project was to attempt to gain some insights into what work if any was suitable in connection with probability for Primary School children. A starting point for the series of activities attempted was work outlined in the Western Australian Syllabus which has a 'chance and statistics' strand running from Year 1 to 7. Very briefly two conclusions can be stated, first that the children at Oxley Vale were not ready for probability in its more formal sense, that is, putting numbers to probabilities with an understanding of what this means. This conclusion is in line with Piaget's contention that understanding of quantification of probabilities comes with the stage of formal operations, and the Western Australian Syllabus seems to reflect this point of view. The second conclusion was the the children thoroughly enjoyed the activities and possibly saw mathematics in a different light.

Mathematics curriculum; Probability; Student reaction; New South Wales; Oxley Vale Primary School; Paiget (J); Western Australia

115
Kerwick S D
Educational change: a teachers' perspective. MEd: University of Melbourne, 1982. Minor thesis.

This study is concerned with presenting a teachers' perspective on educational change. The contention held here is that ultimately the effectiveness of change in schools is dependent on teachers. An underlying assumption is that schools need to change, and yet successful change in schools is a rare occurrence. To understand what happens to change in schools, and to ensure that change is not blunted on the school and classroom door - a sound understanding of teacher attitudes and opinions would seem essential. Surprisingly, little research has been conducted into this area. The aim of this paper is to provide an initial approach in remedying this situation. To this end the teacher perspective presented here was based on responses to a questionnaire administered to current teaching staff at an inner suburban High School. The value of this research should not only be measured in its concrete results, but also in its capacity to raise important issues and direct a course towards a more statistically significant study.

Educational change; Secondary school teachers; Teacher attitudes

116
Kuhota M
Language problems of Japanese children in Melbourne in the classroom situation. MA: Monash University, 1982.

The problems of Japanese children who live overseas are beginning to be recognised as a social issue in Japan, particularly with respect to their difficulties in getting back into the educational system on their return. Most of the articles on these children deal with the difficulties such children encounter in being accepted back into Japanese schools. The problem is not only that there are not many schools which accept them, but also that they themselves find it difficult to adjust to schools in Japan, both psychologically and linguistically. Generally, linguists have shown considerable interest in second language acquisition, and

a great deal of research has been done in this field. In contrast, little research has been done on the influence of second language acquistion on Japanese children's first language. This paper attempts to find out how the Japanese spoken by Japanese children overseas differs from the Japanese spoken by Japanese children in Japan and what sort of problems are involved in this process.

Classroom environment; Student adjustment; Teaching language; Japan

117
Kwan E H
Making 'good' Australians: the work of three South Australian educators. MA: University of Adelaide, 1982.

This thesis began in response to two questions. What were children in South Australian state primary schools taught about Australia and themselves? In particular, when were they helped to understand that Australia was their country and that they were part of an Australian nation? Preliminary work further refined the questions. Why was it not until 1906 that the South Australian Education Department made a concerted effort to adapt the essentially English curriculum to Australian circumstances, so helping children to make Australia central to their ideas of country and nation? What does this indicate about the nature of the patriotism and nationalism experienced by Australians? This thesis examines the innovative efforts in nation building of three reformers, George Henderson, Alfred Williams and Bertie Roach, to make Australia central to the curriculum in schools from 1902 to 1913. Children were to be taught that their country was Australia and that they belonged primarily to an Australian nation. They were to be 'good Australians'. Through this, they argued, children would learn to appreciate the Empire to which they also belonged; they would become Imperial patriots. The conclusion is a reminder of how striking were the achievements of Henderson, Williams and Roach from 1902 to 1913 when seen in the context of the broader period. But further, the study of these and other educators shows how important the curriculum, especially History, has been in shaping Australian children's understanding of country and nation.

Cultural awareness; Curriculum development; Educational history; South Australia; Henderson (G); Williams (A); Roach (B); 1900 - 1909; 1910 - 1919

118
Le Rossignol P
Physiological adjustments to continuous running and to interval and games training. MPhysEd: University of Western Australia, 1982.

The purpose of the study was to delineate specific adjustments to two types of training by measuring several physiological variables during tests. A continuous group participated in low intensity continuous running for up to one hour per day, five days per week. The distance attempted was gradually increased depending on the adaptability of the subject over the eight weeks of the study. An interval group participated in both interval games such as soccer and lacrosse and short intensive sprints on a 1:3, work: rest ratio for one hour per day, five days per week. The amount of sprinting increased as the subjects adapted to the training load during the eight weeks of the study. Each group comprised five males and five females. They were volunteers from a population of University students who were of an above average fitness level. The submaximal treadmill run was designed to be specific to prolonged continuous running and the maximal interval treadmill run was designed to be specific to interval and games training. The average maximum oxygen uptake, anaerobic threshold and running economy of each training group improved by a similar amount in response to both types of training. However prolonged continuous running was found to be a superior type of training for improving cardiac endurance as measured by a lesser cardiovascular drift throughout the prolonged exercise test and a larger decrease in the recovery heart rate.

Exercise physiology; Games; Running

119
Lisov A
A case study of immigrants from Yugoslavia and their attitudes towards public libraries in Melbourne. MA: Monash University, 1982. 132l.
Restriction on photocopying until 19.5.85.

There seems to be a belief among public librarians that Yugoslav immigrants in Australia do not use libraries. No research has been done to offer an adequate explanation for this failure to use public libraries. This research examines what relationships exist between the patterns of library use by Yugoslav immigrants in Melbourne and various other factors, namely their attitudes towards public libraries, their social class positions, levels of education, linguistic competence and their social mobility. Yugoslav immigrant communities are studied as heterogeneous, socially stratified entities composed of different social class groups. This highlights the need to recognise that the nature of Yugoslav immigrant communities should not be looked on as exotic, in terms of strange customs and food, but rather as a complementary entity existing within the wider Australian society. In a sense this study is more about social class groups than ethnic characteristics of the Yugoslavs.

Library services; Public libraries; User satisfaction (Information); Victoria; Yugoslavia

120
Litster W G
Factors influencing the development of the curriculum in Seventh Day Adventist schools in Australia and New Zealand 1892- 1977. PhD: University of Newcastle, 1982.

The story of curriculum growth in Seventh-day Adventist schools as a whole, reveals six important influences shaping curriculum change and development. These have been the church's philosophy, the effects of leadership, government requirements, social pressures, teachers - their methods and personal character qualities; and financial limitations. Over the eighty-five years surveyed in this thesis, the developing curriculum was subject to tension between state requirements and church objectives, between academic and practical strands; between American and Australian influences between clerical administrators and educational practitioners; and between religious and vocational aims. The effect of each as it impinged on the development of the curriculum is examined.

Church related colleges; Curriculum development; Australia; Hoopes (LH); Gilson (WJ); New Zealand

121
Liu M
Close textual analysis and its application to teaching English literature in China. MEd: La Trobe University, 1982. 82l.

The emphases of close textual analysis on the meaning and language of a literary work of art make this critical method of immediate relevance to literary education. However, discussions about the application of close textual analysis have, more often than not, been restricted to the teaching of literature to the native-speaking students. The present thesis suggests that insights can also be drawn from close textual analysis for teaching literature in a foreign language teaching / learning situation. With particular reference to the teaching of English literature in a foreign language insitute in China, the special difficulties the Chinese students may encounter in dealing with English literature, and their implications for the selection of teaching materials and the determining of teaching strategies are explored. Owing to the fact that Marxism is regarded as the guiding philosophy in Chinese social life, close textual analysis, which is based on a literary theory different from Marxist criticism, is taken as a critical technique of interpretation rather than a school of critical philosophy; in practice concern with the social aspect of literature is inevitable either as a necessary part or the

continuation of the process of interpretation.

Bilingual education programs; Bilingual instructional materials; English literature; China

122
Long M J
The realization of intellectual ability: a contextual study of four brothers. MEd: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Studies.

This study grew out of a perceived lack of material for the practial classroom situation and the concomitant lack of theoretical work and research on the extending of intellectually and linguistically advanced students in the English or first-language learning areas. To gain a more precise and graphic idea of linguistic talent, and as a starting point from which to extend this ability, this study provides a detailed profile of four brothers. The information provided includes details of the subjects' personal and educational histories, physical characteristics and health, self-perception, attitude to others in the family, and intellectual and linguistic abilities. Also included is a profile of the subjects' parents together with an outline of their personal and family histories. This information is followed by a comparative analysis of the profiles which particularly indicates that the three most able brothers are achieving well below their apparent potential.

Gifted; Linguistic competence; Native speakers

123
Machida T
Changes in moral education in Japan: a content analysis of morals textbooks (1903-1945). MEd: La Trobe University, 1982. 207l.

This thesis on Moral Education in Japan analyses the changing moral values in the different editions of the national morals textbooks from 1903 to 1945. The first national morals textbooks were published in 1903. There were overall five phases or major revisions in the texts reflecting distinctly the particular socio-economic and politican stance and policy of the government at the time. The first phase, or issue of the first texts, incorporated fairly modern concepts, but these reverted strongly to earlier Confucian concepts in the second phase (1910-1917). The more modern concepts again came to the fore in the third phase (1981-1933), but were followed in the fourth (1934-1940) and fifth (1941-1945) phases by a gradually increasing emphasis on militarism and ultra-nationalism. With the socio-economic and political crises of the 1930s as background, the fifth phase texts reflected the extreme of nationalistic orientation, the militarist government subverting the Confucian precepts in the formulation of moral values for its own political purpose at the time of the Second World War. The analysis of the changing emphases on particular values in each of the five phases highlights the importance of the role of moral education in Japanese society at that time. It also gives a link to the continuing importance placed on these values by the Japanese government in current times, as evident in the recent 'cosmetic' retouching of Japanese school history books, and the ensuing objections by neighbouring countries.

Educational history; Ethical education; Ethics; Textbook content; Japan; 1900 - 1909; 1910 - 1919; 1920 - 1929; 1930 - 1939; 1940 - 1949

124
Macinnis P A
The development of mastery tests in subjects with a significant practical component. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for pass degree of Master of Education.

This essay deals with the needs which must be satisfied if a system of mastery tests is to be used in classrooms where the subject taught has a significant practical component. The writer draws upon four years' experience in directing the NSW Department of Education's Science Mastery Testing Program to propose practical solutions to many of the problems facing test developers. The major steps in generating a set of formal tests include generating objectives at both the general and specific levels, and the review and selection of items. This last matter is discussed in some detail, with several methods being explored and used on a sample of data from a test containing known faulty items. A solution to many of the difficulties is found in a computer-based system of mastery testing which uses Bayesian methods to classify students as masters or non-masters or as indeterminate cases requiring revision. This method also has the novel feature that the relevant item statistics (probability of success for a master and for a non-master) can be automatically updated after each mastery / non-mastery classification. One objection to mastery testing is that it tends to stress 'low level' objectives. A procedure is outlined for the assessment of higher skills.

Mastery tests; Test construction; New South Wales

125
Malone Sr P
Guidelines for religious education: signposts of change. A study of the development of the 1977 - 1978 secondary guidelines for religious education in the Catholic Archdiocese of Melbourne. MEd: Monash University, 1982.

This study examines the development of the 1977 - 1978 Guidelines for Religious Education for Secondary Students in the Archdiocese of Melbourne within the context of the changing understandings of religious education in Catholic secondary schools during the seventies. The study examines the changes in theology and in religious education during this period as well as the changes in life-style of those involved in religious education since it maintains that these are very significant in terms of their effects on the changing approaches to religious education. It documents the various forms of inservice offered since these reflect some of the changing needs and interests of the teachers of religious education. The study looks at the language used in the various documents as much of the difficulty involved in the implementation of some of the changes in religious education was related to the inability of the various groups involved to understand each other. The study examines the various groups of people who took a leadership role in the development of religious education in the archdiocese and considers their links with the Archbishop and especially with the Religious Education Department of the Archdiocese. The study suggests that the development of religious education in Melbourne resulted from the interaction of so many factors. The high calibre of leadership offered by the Archbishops and Directors of religious education together with the consultative model which was used at all stages in the development of the Guidelines and in their implementation, were of particular significance.

Catholic schools; Religious education; Victoria; 1970 - 1979

126
Mangindaan C S
An application of item characteristic curve theory to achievement tests in Indonesia. PhD: Macquarie University, 1982. Thesis submitted in partial fulfilment of requirements for degree of Doctor of Philosophy.

The central focus of the study is the investigation of the applicability of the Rasch model to Indonesian data. The data used are the Social Studies, Mathematics, Science and Bahasa Indonesia test results of the Grade Six students sampled from 658 schools throughout Indonesia. The items in each subject area are studied using the traditional item analysis, the Rasch model and then the two- and three-parameter models. Varying data and model conditions are used to evaluate the models' suitability.

The results suggest that the Rasch model is applicable to Indonesian data. It is concluded that items fitting the Rasch model almost always have discrimination (biserial r) indices between 0.31 and 0.50 while no pattern appears to be evident for the difficulty

levels. The inclusion of a guessing parameter does not seem to affect the Rasch model estimation procedure significantly. Items analysed in content-area-based contexts tend to fit the Rasch model more readily than do items analysed in a total-test-based context. Smaller sample sizes retain more items and have wider ranges of item discrimination than do larger sample sizes. Variation in geographic region results in few differences in items accepted or rejected by the Rasch model. The two- and three-parameter models provide better fit to the data than does the Rasch model but produce similar results to those from the Rasch model when applied to items selected using the simpler model. The basic Rasch model and the Rasch plus guessing model tend to be more robust to departure from unidimensionality than are the two- and three-parameter models.

Models; Scores; Statistical analysis; Tests; Indonesia; Rasch model

127
Marr S J
Podiatry education. An analysis of the influences for change. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for pass degree of Master of Education.

This essay discusses the influences for change in Podiatry education. The providers of health care and health education are required to interact in order to provide for an increasingly ageing community. Therefore the external influences for educational change appear remote to the school, but are based in the community surrounding and intruding upon it. Educational policies are subject to non-academic based interests and community values; the status seeking of the professional associations; and Government policies influencing health care cost and delivery. Podiatrist can no longer afford to function as a separate entity. With the advent of team work the treatment of the foot is now part of the health team working together towards a common objective: care of the total patient. The community now demands treatment at a cost that they consider equivalent to their requirements. The Government will fund educational programs to a level commensurate with the community needs, and available financial budgets. The educators will be held to be accountable to the internal and external political influences acting upon their training programs in order to provide Podiatry manpower for an increasingly ageing community, at a reasonable cost. Educational funding is determined by politicians who are influenced by community pressure and votes; the aged demand Podiatry care at a level they see as satisfying their needs. Educational establishments are challenged as never before, to prepare competent personnel who are aware of the health problems of the community, at a cost that Government allocates to community resources.

Educational change; Health education; Podiatry

128
Martin E
An intensive language unit: its establishment and early years. MEd: Canberra College of Advanced Education, 1982. Field study report in partial fulfilment of requirements for Master of Education.

A participant-observation study was carried out of a centre providing intensive English instruction for newly arrived, migrant adolescents. This study was conducted during a period of fifteen months from late in 1978 to the end of 1979, by which time the Intensive Language Unit had been operating for three and a half years. Part of the study traced the establishment of the Unit as an independent body within the ACT secondary education system. Data collected during 1979 dealt with this background and also with the Unit's operation and role in the ACT in 1979. Analysis of the data indicated a distinct pattern of continuity in the first years of the Unit's existence. This study revealed how, in the early 1970's, increasing awareness of the inadequacy of migrant education as well as the significant roles of the Schools Commission and the individual who set up the Unit, produced a situation in which the new centre developed its distinctive features which still existed at the end of 1979. A general overview was developed of how a new institution with a high degree of autonomy was introduced into an existing system, of the advantages and difficulties which resulted, and how it was able to maintain its independence and particular character during the early years of its existence.

English (Second language); Migrant education; Migrant youth; Australia. Schools Commission; Australian Capital Territory

129
Massingham I G
Implementation of attitude objectives in New South Wales Geography syllabi. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for pass degree of Master of Education.

'Geography in schools is a means of education rather than a means of producing geographers' (Long and Robertson). The opportunity for pupils to investigate values and attitudes is a worthwhile educational activity. Whilst there are many difficulties for teachers implementing instruction in the affective domain, the systematic development of educational activities in this area will give rise to rewarding learning situations. Current pedagogical philosophy is that values education should not be conducted as a separate subject but in a program which balances the cognitive and the affective. Geography is an excellent instructional medium for developing these objectives. At present, the implementation of attitude objectives does not seem to be particularly successful. This derives from teacher attitudes and inadequacies, programming, and the nature of syllabus objectives. These difficulties could be overcome by an integrated administrative program to give value and attitude objectives a higher priority in geographical education.

Curriculum; Educational objectives; Geography teaching; Values education; New South Wales

130
McArthur R J E
The National Committee on Social Science teaching: its role in the diffusion of social science ideas in the seventies. MEd: Monash University, 1982.

This thesis investigates the changes which have occurred in the curriculum statements in the area of the social science in secondary schools in Australia in the period 1967 to 1978. In October 1970, the Commonwealth Department of Education and Science established the National Committee on Social Science Teaching (NCSST). The thesis examines the role of the NCSST and its influence on the teaching of social science at the secondary level. In 1978, the functions of the NCSST were incorporated into the national Curriculum Development Centre (CDC). At the beginning of the priod under review curricular decision making was still centralised in state departments of education; courses tended to be prescriptive, syllabuses subject to the supervision of inspectors, and students faced with external examinations. In the 1970s, however, curricular autonomy was devolved to the school level, inspectors became consultants, and assessment took place internally. The curricular statements produced by central agencies, therefore, changed in character, becoming suggested guidelines or frameworks within which schools and teachers could develop programs suitable for their particular students. As a result of both key factors, the social science movement and the devolution of curricular responsibility, a great variety of social science / studies programs were developed. The NCSST was not, itself, a developmental agency. It facilitated the movement of ideas by its organisational capacities at the national level. The NCSST was therefore an agency of change.

Curriculum development; Social sciences; Teacher role; National Committee on Social Science Teaching; 1960 - 1969; 1970 - 1979

131
McCarthy D L P
Science, God and reason. MEd: Monash University, 1982. 217l.

The question of whether science monopolises rationality is a particularly important one in the context of the school curriculum. If it does, and if a major aim of schooling is the development of rational adults, then science should also monopolise the curriculum. It is a common belief that science is always objective and religion always subjective, but on any strict definition of these terms, this is not the case. Science and religion, in fact, can only proceed on the assumption that their fundamental beliefs are true and, as this thesis attempts to demonstrate, they are true within the particular frame of reference concerned. If it is rational to hold beliefs within both science and religion for which there is no strict proof but nonetheless good reasons to accept them, then there needs to be fundamental changes to the school curriculum in content and in the way this is taught. Science and religion are part of our cultural and historical heritage and not to incorporate both into the learning experience of the young is to deprive people of an opportunity to consider a broad range of questions which man has deemed to be important. It is not within the scope of this thesis to detail how both science and religion should be taught. It is necessary, however, to give some attention to what it might mean to be educated along such lines. This is a corollary of the conclusion that science does not indeed monopolise rationality and forms the conclusion to this thesis.

Curriculum; Religion; Science education

132
McDonald K J
Aboriginal perception of the ends, means and nature of education. MEd: University of Western Australia, 1982.

This study is concerned with the education of Perth Aboriginals. In common with other Aboriginal groups, Perth Aboriginals are recognised as educational under-achievers whom the State education system has sought, generally unsuccessfully, to assimilate. The methodology chosen for the research was a structured interview schedule which was generated by the Perth Aboriginals and approved by them. The respondents were united in their high rating of the importance of the eleven ends of education outlined in the schedule. Achievement in the 3Rs, in jobs and in housing were rated highest of all. A knowledge of Two Worlds - aboriginal and white - and the ability to survive and cope in both worlds were rated alongside Aboriginality or the concern for the development of Aboriginal identity and the survival of Aboriginal culture. Emphasis was also placed upon knowledge of the welfare system, free choice of lifestyle and awareness of other cultures. Overall the schedule items which dealt with the nature or underlying spiritual, family and tribal values of Aboriginal society and education were also rated high in importance. This endorsement is an implicit acknowledgement of the need for education to be underpinned by spiritual, family and tribal values which give education for Aborigines a special Aboriginal nature.

Aboriginal culture; Aboriginal education; Aboriginal languages; Aborigines; Educational objectives; Western Australia

133
McGrath P M
Environment and scope of Christian adult education within the early Christian community and the contemporary Catholic urban parish. MA: University of Sydney, 1982. Long essay in partial fulfilment of requirements of pass degree of Master of Arts.

The main goal of this essay is to discover whether or not there is a reciprocal relationship between Environment and Scope within the parameters set out by the title. Furthermore, there is an attempt here to ascertain whether any declarative and / or prescriptive principles can be drawn from the investigation. While throughout the essay, both 'environment' and 'scope' receive continued clarification, in the interests of logic, the first chapter presents a qualified definition of 'adult', 'maturity' and 'education'. It proceeds to distinguish between 'Christian', 'religious' and 'general' education, by reason of scope. The concluding sections of the first chapter develop some of the educational conceptual framework, related to scope and under-pinned by the philosophy of Lonergan. The early Christian Church was composed of communities. The essay attempts to dispel a popular misconception of its educational environment, by presenting the pluriformity of these communities. It further indicates the scope of the adult education of the early Church. It thus, not only leaves the way open for a cross-matching exercise with the urban Catholic parish, but it also establishes by inference tenets that can be drawn together to furnish the central argument on the matter of the reciprocal relationship of environment and scope in Christian adult education.

Adult education; Catholic teachers; Church role

134
McKenzie D J
The changed forms of control of education: an analysis of the White Paper on strategies and structures for education in Victorian government schools. MEd: La Trobe University, 1982. 83l.

In December 1980 the Ministers of Education published the 'White Paper on Strategies and Structures for Education in Victorian Government Schools.' Within this document they outlined plans for an administrative restructure of Victorian Government schools which would devolve authority from the central office through the regions and ultimately to local schools so that communication between the various levels would be enhanced. The restructure was also held to develop educational equality between schools and allow for greater autonomy by local school communities. As an overarching feature, the White Paper was intended to provide a new starting point by formalising all of the sporadic changes which had occurred over the previous twenty years. Within this thesis these issues have been examined in the light of the logic of the document itself so as to reach a position in terms of consistency and viability. As well, other external issues which will bear upon any plan for education in Victorian government schools have been considered. It is argued that the White Paper lacks a consistent line of reasoning and does not allow for the wider and deeper pressures which will be brought to bear on it by the disparate bodies it purports to serve.

Administrative organisation, Educational policy; Government role; State government; Victoria

135
McKnight B W
Procedures for allocating persons to N-way groups using computer-adaptive latent trait estimation methods. MEd (Hons): University of New England, 1982.

A recent development in measurement theory is that of computer-adaptive testing. This involves the presentation of appropriately calibrated test items to an examinee by computer. The item presentation sequence is adapted according to the person's previous responses. The usual application is to place persons on an ability scale, or latent trait, underlying the test performance. In this thesis, persons were placed into N-way groups (N3) on the basis of the computer-adaptive procedures. Three important requirements for computer-adaptive group placement were reviewed. Then three models were chosen for investigation: (a) a computer-adaptive grouping model using stochastic ability estimation based on Baye's theorem, using Owen's (1969) algorithm; (b) a model based on presentation of a fixed item sequence, where group placement was made on calculation of the maximum probability for group membership, contingent on responses to the item sequence; (c) a similar model to (a), with a fixed item sequence starting role, allowing for more efficient estimation of an initial ability. The results indicated that model (c) was more

efficient with respect to the number of correct decisions for group placement, using the least number of items.

Cluster grouping; Computer assisted testing; Latent trait theory; Measurement techniques; Baye's theorem; Rasch model

136
McLachlan M F
Juvenile delinquency. MEd: University of Sydney, 1952. Long essay in partial fulfilment of requirements for pass degree of Master of Education.

It is important to understand why an individual exhibits delinquent behaviour, rather than some other type of behaviour. Comprehension of the etiology of the 'delinquent personality' must be made, if we are to attempt to prevent delinquency. Because statistics reveal major links between adolescence and delinquency, and because the majority of adolescent years are spent in a school situation, the subject should be of pre-eminent consequence and concern to those educationalists dealing with children of high school age. Deliquency has as its causes the psychology of the individual and his needs and the context of society and family. Theories on the latter include those to do with class and cultural membership of the individual and lack of opportunity. In this examination of the antecedents, prevention and treatment of juvenile delinquency, both the personality of the individual, and the external forces operating, will be considered. A special emphasis will be the consideration of self-concept, with the resultant implications for prevention.

Delinquency; Deliquency causes; Delinquent behaviour

137
McRobbie C J
Cognitive preferences and chemistry learning. PhD: Monash University, 1982. 619l.

The curriculum movement of the 1960s tried to influence the information processing styles of learners. Research in science education has continued to be interested in both the kind of information acquired and the way that information is organised in the cognitive structure of the learner. Two constructs which relate to the information processing styles of learners were developed during the 1960s. They were the cognitive preference and educational set constructs. This study investigates the role of each of these constructs in influencing the chemistry knowledge acquired by learners at the grade 12 level. These two constructs which are examples of cognitive styles - are built into a model based on an information processing view of learning as elements of the control process. Multiple regression analyses were employed to investigate the effects of these independent variables on factual, conceptual and total knowledge outcomes and on the organisation of that knowledge in the cognitive structure of the learner. These analyses showed that each of the groups of independent variables in the model - cognitive styles, cognitive structure and treatment - were statistically and educationally significant in predicting some of the learning outcomes studied.

Chemistry; Cognitive style; Science teaching

138
Moore P V
A study of some of the professional changes that occur in neophyte teachers during the six years following initial enrolment in a three year, primary, pre-service teacher education program. PhD: Macquarie University, 1982. Thesis submitted in partial fulfilment of requirements for degree of Doctor of Philosophy.

This thesis documents a study of some of the professional changes that occurred in people who were learning to be primary school teachers. The investigation focussed on the six-year period following initial enrolment in a three-year diploma course, thereby embracing three years of on-the-job development as well as three years of pre-service development. Its purpose was to study as an articulated whole, the process by which people learned to be teachers. The literature was searched for studies which reported data showing change in one characteristic or another of neophyte teachers over a space of time within the six-year period under study. The studies were then summarised to show how people changed as they became teachers and to provide guidance for the design of this study. Theories about socialisation into teaching were also reviewed. The study was multivariate. Five minimally correlated scales measuring traits such as attitudes towards the teacher's role and the teacher's knowledge base, educational ideas, professional conservatism and pupil control ideology provided dependent variable data. Duration of socialisation, college or pre-service study and sex were the major independent variables. A cross-sectional research design was employed, and a replication study using one of the dependent variables was carried out. Data were gathered at seven annually-spaced data-gathering points from neophyte teachers in and from seven teacher education institutions. Comparable data were obtained from groups of experienced educationalists in the colleges and schools. The sample was large. It was found that professional traits of people changed as they became teachers.

Experiential learning; Primary school teachers; Teacher education; Teacher induction

139
Meyer P McR
The re-organization of the Education Department of Victoria - a district inspector's response to the changes proposed for the supervision of state primary schools. MEdSt: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Studies.

The current professional responsibilities of the district inspector of schools in the Education Department of Victoria is described in detail. Considerable mention is made in various sections of the White Paper on Strategies and Structures for Education in Victorian Government Schools, to the work completed by district inspectors on the one hand and senior education officers on the other hand. This study attempts to ascertain whether district inspectors, who at present supervise Primary Education in Victoria, have sufficient skills and expertise to successfully conduct their duties and functions as senior education officers in the future. Accordingly the background to the development of the White Paper is presented, together with an account of the whole sequence of the Ministerial Review. An examination of all sections of the White Paper which refer specifically to the professional responsibilities of district inspectors and senior education officers was then completed. This information was used as a basis of a questionnaire administered to all district inspectors. As the Education Department of South Australia has been regionalised since 1969, a report is then given on the South Australian system. This report describes the work at present being completed by the principal, or senior education officers, in South Australia. The Project then examines the P.A. Australia Consultancy report on the Education Department, in particular the job prescription for the senior education officers.

Educational administration; Educational policy; School supervision; South Australia. Education Dept; Victoria. Education Dept

140
Miller P W
Education, employment and earnings in the Australian labour market. PhD: Australian National University, 1982.

This thesis uses data from the 1976 Australian Census of Population and Housing to analyse the inter-relationships among schooling decisions, labour market conditions and labour market performance. In the light of the dearth of previous research the prime intent is to establish the broad features of these inter-relationships. The thesis quantifies the earnings advantage of the better educated, and the unemployment rate reductions and occupational

prestige gains associated with additional years of education. Our results suggest that, in general, education is a profitable investment. There are differences between various groups, however. One of our subsidiary themes is the different experiences of the Australian and Overseas born. Our analysis of school participation rates suggests that family income is the most important determinant of school participation. The effect of the level of unemployment upon school participation is only modest. And in some instances the direction of its influence is contrary to conventional wisdom. A number of influences of education on the labour market require further research in the light of our findings: the areas in which further detailed research is required are indicated.

Education work relationship; Labour market; Outcomes of education; Rewards

141
Mitchell C T
Wittgenstein as an art educator. MEd (Hons): University of New England, 1982.

This dissertation is a treatment of the theme 'Wittgenstein as an Art Educator'. As Wittgenstein was never an art educator this may seem out of context. However, it will be argued that Wittgenstein's analysis of language and language games and his thinking about languages and their kinship can be applied to art expression and can enrichen and give greater meaning to art education. Wittgenstein presents insights in his earlier and later works which serve to advance this thesis. In addition to taking Wittgenstein out of context, there are numerous examples in this work of taking words and situations out of their usual contexts. As Wittgenstein feels that the best picture of the human body is the human soul, examples are given of figurative paintings from the 14th to the 20th century. These figurative works are used for a discussion about Wittgenstein derived from his picture-theory of meaning, to give value to art education. Throughout the linguistic environment of this dissertation there is a treatment of 'Forms of life'. The grammar of individuals relates to their 'Form of life'. Works of art are part of a 'Form of life' and therefore of grammar. 'Forms of life' have to do with patterns. The intention of this thesis, then, is to illuminate the Art Educational aspects of Wittgenstein's treatment of language as related to 'Forms of life'. The purpose of this thesis is not one of offering an exigesis of Wittgenstein's works. The aim of this thesis is to unframe Wittgenstein's thoughts so as to enhance his importance for art education.

Art education; Art expression; Symbolism; Visual perception; Wittgenstein (L)

142
Morrison M J
An examination of cognitive processes underlying problem solving as measured by a test of remote associates. MEd: University of New England, 1982.

The aim of this study was to determine the cognitive abilities underlying the creative problem-solving process by relating performance on a test of Remote Associations to performance on a battery of tests representing Academic Attainment, successive processing, simultaneous processing and ideational fluency. The study attempts to bring together the theories of A.R. Luria, M. Wallach & Kogan, and S.A. Mednick, within a framework defined by Rossman (1931). The research programme was carried out using young adolescents in their first year of secondary education at Port Moresby International High School in Papua New Guinea. In all 85 students, whose ages ranged from 144 months to 167 months, were selected. The test measures employed included Mathematics, Reading Comprehension, spatial reasoning tasks, serial recall tasks and tests of association of ideas. The findings of the study indicated that academic performance best predicted the subject's score on the Remote Associates test, and that this ability was called upon in an accelerated way as performance on the RAT became higher. Luria's concept of successive processing and the Wallach & Kogan concept of ideational fluency were also found to be requisite abilities. It is concluded that both convergent and divergent thinking abilites are required for a creative product to emerge.

Association measures; Cognitive processes; Creativity; Problem solving; Papua New Guinea

143
Mott P F
The visual acquisition of real words following their initial oral usage. MEd (Hons): University of New England, 1982.

This thesis reports the results of an exploratory study concerned with the visual acquisition of real words following their initial oral usage. The original sample consisted of five children between the ages of one and two. The criterion for entry into the program was the pronunciation of at least five English words. These words were verified by tape recording. Words subsequently were similarly verified and included in the program. Verified words were visually presented to the children. Presentations occurred two or three times daily. Parents administered these presentations and recorded the responses. An attempt was made to (a) determine enduring aspects of family interaction which may have impinged on the treatment program; and (b) compare those aspects with those elicited by the treatment procedures. Two findings emerged: (A) The success of the study appeared to be contingent on both parents participating; and (B) The regular visits by the researcher acted as reinforcement. Words orally and visually acquired by each child were analyzed in terms of grammatical form and semantic structure. Visually acquired words were further analyzed for their visual characteristics and recognition history.

Associative learning; Language acquisition; Oral language; Visual perception; Recognition (Psychology)

144
Mustoha
The social context of educational planning in Indonesia: a descriptive study. MSPD: University of Queensland, 1982. 121l.

This dissertation attempts to trace the relationship between existing education and other factors central to educational development in contemporary Indonesia. Particular attention is given to the role of education in manpower planning and its broader role in social development, specifically changing people's views on the way Indonesia should develop. Chapter I deals with general aspects of Indonesia and historical background with reference to the education system in particular. Chapter II spells out in some detail demographic features and how these relate to education. Chapter III deals with the relationship between education and manpower development. How the Indonesian education system should be designed and the role it could play in developing human resources and producing manpower which are fitted with Indonesian needs for economic productivity. Chapter IV spells out in some detail Indonesian national development policy, the kinds and extent of educational planning and how these are integral parts of national development plans. Educational planning and development should be set so as not only to be constantly responsive to the needs for trained manpower in economic development and to facilitate achieving other goals, but it also must satisfy the country's cultural, policital and social development. Thus, education plays important roles in developing economics and shaping and modernising of the country. Finally Chapter V summarises what has been discussed in the previous chapters.

Educational development; Educational planning; Labour force development; Indonesia

145
Ndyetabura V L
The purpose and assessment of practical work in school science. MEd: University of Tasmania, 1982.

This thesis is mainly concerned with purpose and assessment of practical work in Tasmanian High

Schools and Matriculation Colleges. In considering the notion of purpose it was decided to examine the relative importance of the aims of practical work as perceived by teachers, then to establish the orientation of students towards these perceived aims and finally to make a comparison of the aims of teachers with the influences as perceived by students. Three questionnaires were constructed in this descriptive survey in order to obtain the information necessary for the examination of the above mentioned problems. Our findings would suggest that high school students would seem to perceive practical work as more of a visual aid than an experimental enterprise, while matriculation students perceive their practical work to be much more technique-oriented than it was intended to be according to teachers and curriculum developers. With regard to the assessment of practical work, specifically, teachers and students in Tasmanian schools are strongly in favour of it being school based, with a particular strong preference for continuous assessment at all levels by teachers. There is a strong commitment to laboratory based teaching within the profession and a recognition that such skills must substantially affect the students' overall mark.

School based assessment; Science curriculum; Student projects; Tasmania

146
Newton H F
The development of the role of the special assistance resource teacher in primary schools: the utilization of a needs assessment technique to identify and assess the requirements of personnel in the implementation of the Special Assistance Program in schools. MEd: Monash University, 1982. Submitted in partial fulfilment of requirements for Master of Education.

This study analyses the Special Assistance Program within the theoretical framework of innovation and change, and provides practical recommendations for the introduction of the educational innovation into Victorian primary schools. A needs assessment technique is employed to enable principals, Special Assistance Resource Teachers, class teachers and Special Education Unit consultants to articulate their needs in terms which will enable the Special Assistance Program to be planned and implemented effectively. Comparisons are made between the responses of the four separate groups' and the composite groups' responses to the needs assessment tool. A study of the data collected reveal strong agreement between groups on some aspects and discrepancies between groups on others, thus identifying key issues to guide the personnel in their development of the program. The results of the study indicate that there is unanimous agreement amongst principals, teachers and consultants that it is important to introduce the Special Assistance Program to Victorian primary school children. The data suggest that all respondent groups perceive the new role of Special Assistance Resource Teacher as an appropriate innovation in the provision of specialised educational assistance for children.

Educational innovation; Special education; Resource teachers; Victoria

147
Newton V P
An examination of reading material used in Year 11 and special attention to social science texts. MEd: Canberra College of Advanced Education, 1982. Field study report submitted in partial fulfilment of requirements for Master of Education.

This study examines the readability of text books used by Year 11 students at a Secondary College in the ACT. Twenty-seven texts are examined with the majority being taken from the area of Social Science. The texts are examined using the following measures, The Fry Readability Index, The SMOG Formula, The Cloze Measure, The number of Words per T-Unit and the level of abstraction of the text. According to these indices between 60% and 84% of the texts are too difficult for students commencing Year 11. This study also examined the interrelationship between the indices. A feature of this study is that it introduces into readability measures a consideration of the number of words per T-Unit and level of abstraction.

Curriculum; Readability; Social sciences; Textbook evaluation; Textbooks; Australian Capital Territory; Fry Readability Index; SMOG formula

148
Nicholls M G
The use of Markov and other models in planning in tertiary institutions in Victoria. PhD: Monash University, 1982.

The need for faculty planning, given the changes in tertiary education over the last decade or so, has become an urgent one. The ensuing research attempts to provide the faculty planners / administrators with a useful planning model that will assist them in their tasks. The planning needs and model are centered around the Faculty of Business at the Swinburne Institute of Technology in Victoria. The planning model developed, called the Integrated Planning Model (IPM), explicitly recognises the volatile environment in which the Faculty of Business must operate. This is achieved by the operation of a submodel that projects 'demand' for tertiary education (the most readily quantifiable environmental factor) over the planning period. These projections are obtained from estimated demand equations developed for Victoria using various regression and Markov chain models and based on data for the last decade. The IPM has as its core a type of direct control model called the Reverse Flow Model (RFM) that, given the objectives of the faculty, will attempt to come up with the required intake of new students for each academic year in the short term planning period. The RFM has as its base an absorbing Markov chain model of the faculty. The overall modus operandi and framework of the IPM could be used by other faculties, and even outside the arena of tertiary education, where it will hopefully also facilitate a better well-founded approach to short term planning.

College administration; Educational planning; Models; Markov (AA); Swinburne Institute of Technology

149
Nichols J G
A case study of a tentative, exploratory, pragmatic exercise in improving teacher awareness of student background. MEd: University of New England, 1982.

The purpose of this thesis is to describe a tentative, exploratory action research study in improving teacher awareness of student home and community background as a prerequisite to planning school-based curriculum. The background to the study is examined from a sociocultural perspective and a curriculum perspective. Sociocultural background emphasises Aboriginal education in a climate of cultural and ethnic diversity. Curriculum background emphasises school-based curriculum development and the fundamental nature of situational analysis. The conclusions drawn from the action research study supported the position taken in this thesis that knowledge by teachers of students' home and community background is fundamental to planning and implementing school-based curriculum in a social climate of cultural and ethnic diversity, and that visitation of students' homes by teachers is one appropriate, acceptable and effective process for obtaining such information and for initiating closer contacts between teachers and Aboriginal parents.

Curriculum development; School based curriculum; Student characteristics; Teacher attitudes

150
Ninedek A
Computer literacy in primary schools. MEdSt: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Studies.

The aim of this Master of Educational Studies project called 'Computer Literacy in Primary Schools', is to critically appraise the project entitled 'Computers and Primary School Children'. The aims of 'Computers

and Primary School Children' were: (1) To teach computer awareness by means of hands-on experience. A major means of attaining this is by teaching children to write simple programs. (2) To teach about computers in a whole-of-class environment rather than in small groups. Specific objectives are: (1) Encouragement of children to want to use the computers. (2) Children to recognise the parts of the computer that they are using (video, cassette recorder and keyboard with the computer underneath). (3) To switch on the equipment and get it ready to work. (4) To deal with problems that may occur during power-up. (5) To load a BASIC tape and run it. (6) To deal with loading problems such as varying volume control, trying another copy and powering-up again. (7) To become familiar with the keyboard and its use. (8) To type in short programs as directed.

Computer literacy; Computer science; Programming

151
Noble C E
Constraints on course development in Colleges of advanced education. PhD: Monash University, 1982.

The aim is to examine the main constraints on course development by CAE's and to suggest strategies for surmounting constraints. Constraints vary considerably over time and between colleges, but the broad framework of environmental, policy and organisational constraints may be applied to a variety of situations. In addition, course development is subject to the bias of the system, which is defined to include vocationalism, professionalism and rationalisation. The study is structured so as to highlight the interactions between a college and the context in which it operates. Part A starts with constraints created by the social and economic environment. In subsequent chapters the bias of the system is dissected and organisational constraints are considered, with case study data illustrating salient points. A major theme of part A is the ways in which course development is affected by changes in the social, political and economic context. Part B is based on a case study, and this makes it possible to elaborate the context of course development. Processes of course development are examined in detail. Several of the college's courses are followed through the stages of initiation, submission preparation, internal approval, accreditation, funding approval and registration. Considerable emphasis is directed to the relationships between a college and its co-ordinating authority. Attention is given to latent constraints, including the ways in which course planners place restrictions on themselves.

Colleges of advanced education; Courses; Curriculum development; Educational planning; Higher education programs

152
Nolan B C
International education: two case studies. MEdSt: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Studies.

This study comprises an examination of International Education and in particular, two case studies of the United Nations International School in New York, and the Australian International Independent School in Sydney. The changing nature of the world with its increasing interdependence of nations, has placed new demands on education. An education process which attempts to cater for the new international influences and demands is termed, International Education. A plethora of understanding and undertakings exist in the name of International Education. A comparison of the United Nations International School and the Australian International Independent School highlighted major differences in setting, beginnings, administration and finance. The interpretation of International Education varies with the two schools. The United Nations International School sees International Education as involving all nations, and forming an integral part of the curriculum whereas the Australian International Independent School has narrower horizons, concentrating on Australasia. A number of points of clarification have emerged from this study. It was found that International Education extends from kindergarten to university level. A variety of approaches are used successfully throughout the world and International Education is not restricted to schools specifically established with International Education as their aim. Desirable elements considered important for establishing an International School were identified. Finally, there is a need to establish a co-ordinated global approach to education.

Educational philosophy; International education; Institutional characteristics; Australian International Independent School; United Nations International School

153
O'Connor H
The Sexism Committee of the V.T.U.: A study of women and politics. MEdSt: Monash University, 1982.

The objective of this project is to continue a study of women's political activity within the VTU. The first project examined the issues surrounding the introduction of a Common Roll for male and female primary teachers in Victoria, and analysed the difficulties faced by the leadership of the now disbanded Primary Women's Branch (PWB). In the Epilogue, it was argued that the research done to date on women's subordinate position within the teaching profession and within teachers' unions proves that the struggle for equality of opportunity still continues, despite the removal of many legal and administrative barriers. The failure of women to attain their objectives for professional equality through the mechanism of a Common Roll was in large part due to the lack of widespread mobilisation of women members of the VTU. This factor was acknowledged by the PWB leaders and, it is argued, is still a problem in the Union in 1981, again, despite continued discussion and programs to increase women's involvement in the wider labour movement.

Equal opportunities (Jobs); Feminism; Teacher associations; Women teachers; Victorian Teachers' Union

154
Oostermeyer W J
Student aid policy formulation in Papua New Guinea: an exploration of issues. MEdAdmin: University of New England, 1982. Restriction on photocopying for period of 18 months from 28.8.81.

The purpose of this study is to achieve a better understanding of the policy formulation process particularly in Papua New Guinea. Student aid policy is the particular policy problem that is used as the vehicle to study the policy making process. The study proceeds by means of the following ways. Firstly, an attempt is made to provide the reader with a sense of appreciation of the general policy making environment in which the particular policy problem exists. Secondly, a review of the literature on policy making in general explores policy making models. The literature review focuses on rationality and motivation and the role they play in policy making. Thirdly, the study explores what are considered the main variables that should form the basis of analysis of the student aid policy issue. These variables are the economic and financial issues, the social issues, and the practice and experience of other nations. On the basis of environmental considerations, policy making theory and policy analysis, the writer describes what appear to be the required elements of policy on student aid in Papua New Guinea. A range of policy alternatives is considered. The conclusion of the study is that policy formulation in Papua New Guinea does, to an extent, follow the models on policy making theory found in the literature. But policy making practice also appears to be influenced by the particular circumstances in Papua New Guinea.

Educational policy; Policy formation; Student financial aid; Papua New Guinea; 1970 - 1979

155
Orb M A
Nurse education and the perceptions of competencies required of junior registered nurses. MEd: University of Western Australia, 1982.

This study is concerned with the perception of both the role of the junior registered nurse and the quality of preparation of the junior registered nurse held by a sample of charge nurses, nurse educators and junior nurses themselves. Six research questions are examined concerned with the role and quality of preparation of the junior registered nurse. The data were obtained from 178 registered nurses from four teaching hospitals and five schools of nursing located in Western Australia. The findings of this study can be summarised in the following points. Firstly, nurses have similar perceptions of the importance of the aspects of Provider of Care, Co-ordinator and Member of Aspects of Provider of Care, Co-ordinator and Member of the Nursing Profession. Secondly, all responding nurses consider that the junior registered nurse is well prepared for these roles. Finally, hospital and college graduate nurses consider that the junior registered nurse is well prepared for these roles.

Nurses; Nursing education; Role perception; Western Australia

156
O'Rourke P
Provision of school accommodation. A case study in educational planning. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for pass degree of Master of Education.

The task faced by educational planners in providing for schools in the correct location, at the right time and of sufficient size has been exascerbated by the explosion of population in the suburban fringes of Sydney over the last 20 years and the growth of the school aged population. In 1978-79 the Department of Education spent over 160 million dollars won its Capital Works Program in providing for new school accommodation and maintenance. The rationale behind the expenditure of funds is the subject of this essay. The literature published on school facility planning and small area population projections, is based on either, gross population techniques or on single static indices related to housing growth. Both of these methodologies are discussed and shortcomings for effective planning are illustrated by reference to school planning in Sydney. The traditional planning practices are found wanting in that they fail to adequately provide answers to the basic question of accommodation planning i.e. where to build, when to build and how big to build. Present planning practices are based on the quantification of the long observed nexus between housing growth and school enrolments. The development of the Pupil Generation Index has enabled planners to be able to predict with some confidence the growth and temporal changes in enrolment in small areas.

Capital outlay (for fixed assets); Educational facilities planning; Urban demography; New South Wales

157
Overend H M
The perception of audience in the writing of 11 - 16 year old students. MEdSt: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Studies.

This research into the perception of audience in the writing of 11 - 16 year old students arose out of a personal teaching problem experienced - students were noted to face more problems than expected in successfully writing a simple story book for a child. The hypothesis was formulated that these problems may have been associated with the students' perception of audience. The project was designed to explore this area. It was necessary first to establish what is meant by sense of audience and whether it exists in student writing. In so doing guidelines would be provided as to how an awareness of audience is exhibited in writing. Each of the students in the sample completed fifteen writing exercises which varied in structure and specified audience. The writing activities were undertaken as part of the normal school programme and were completed at fortnightly intervals over the first term of the school year. Conclusions were reached in connection with many of the project's areas of concern. It was established that the sense of audience is to be found in student writing in varying degrees, that students were able to accommodate to different audiences to some extent and that significant differentiation in perception of audience occurs as a consequence of mode of discourse. Less significant differentiation also results from student sex, age and ability levels.

Communication skills; Writing (Composition); Writing evaluation

158
Parker J W
The relationship between pupil self concept, reading achievement and socio-economic status in a sample of sixth grade pupils. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for pass degree of Master of Education.

The purpose of the study was to determine whether there were significant differences in various measures of self-concept which may be due to the sex of the pupils or to differences in their socio-economic status (S.E.S.). The Self Description Questionnaire (S.D.Q.), an instrument designed to measure seven facets of self-concept as hypothesised by Shavelson's model, was administered with the Progressive Achievement Test-Comprehension (PAT-C), as a measure of reading achievement, to samples of sixth grade pupils, representing high and low S.E.S. areas. Three way ANOVAs were performed on each facet of self-concept, including measures of total academic, total non-academic, and global self-concept, for sex of pupil, S.E.S. group and the father's occupational status. Significant sex differences were obtained, with girls having higher self-concepts in Reading, All School Subjects, and Total Academic; but having lower self-concepts in Physical Abilities and Non-Academic. For Socio-economic status, significant differences in all academic areas were noted, with the low S.E.S. group having the higher self-concepts; there being no significant differences in the non-academic areas.

Reading achievement; Self concept; Sex differences; Socioeconomic background

159
Patterson G F
Education for cultural diversity. MEd: University of New England, 1982. Restricted for one year to commence from May 26th, 1982.

The aim of this thesis is to examine the concept of assimilation in the sense that any person who migrates to Australia recognises that there is a pre-existing framework or social, economic and political structure and that incorporation within that structure is virtually inevitable. The alternative is separatism. It is generally accepted that there are two ways of defining the term assimilation. There is however another sense of assimilation: that of fitting into an existing structure so that one can benefit or share in the process of learning and living. The combination of incorporating new ideas and becoming critically aware to the extent of active involvement is a positive sense of assimilation. As such it provides scope for change. It is not the intention to argue for or against assimilation, but rather, to adopt M. M. Gordon's argument that assimilation is a process. As such any person who migrates to Australia becomes involved in the process from the day of arrival, if not earlier. The following propositions are examined: (a) that the onus for accommodative action which makes assimilation a workable and reasonable proposition, is on persons in the host group or persons who are already established, not on persons who are anxious to assimilate; (b) that assimilation and an ongoing expression of ethnicity are not incompatible; (c) that whether interaction between persons of different ethnic allegiance is harmonious or antagonistic, it is part of the

dynamic process of cultural evolution. The main arena for this study will be the schools and other educational institutions but it is also necessary to consider the social context in which these institutions operate.

Acculturation; Educational philosophy; Ethnicity; Immigrants; Freire (P); Paiget (J); Piagetian theory

160
Pausacker J
More than forty years on; a historical study of the school story. PhD: Flinders University of South Australia, 1982.

The school story, defined for the purpose of this thesis as a novel for children which deals with the school as a world in itself, is the genre of longest standing within children's literature. Both the solidity of the tradition and the interaction between formula fiction and books of literary merit within the tradition render the school story worthy of intensive study. Thomas Hughes's 'Tom Brown's Schooldays' was the first school story, and Hughes established the public school ethos that was to characterise the genre. Frederic Farrar's 'Eric', and Rudyard Kipling's 'Stalky & Co.' made criticisms of the public school ethos and also contributed elements towards the development of a school story formula. At the same time, Talbot Baines Reed was beginning to standardise the format of the school story. Formula school stories were written for over a century with astonishing uniformity. A number of writers who aimed to take a new look at the school story in the 1940s and 1950s actually produced adventure stories with school backgrounds. The true heirs of the school story tradition are a number of writers who used the images and ideas of the school story genre to provide structures and points of reference for their own work. In conclusion, Mayne's 'No More School' indicates that writers in the future may choose to see the school as part of the world, rather than as a microcosm of the world.

Adolescent literature; Childrens literature; Educational history; Novels

161
Pell G
An evaluation of the goal of moral autonomy in the theory and practice of Lawrence Kohlberg. MEd: Monash University, 1982.

The purpose of this thesis is to examine the concept of moral autonomy in the writings and practice of Lawrence Kohlberg. Kohlberg has dominated the discussion of moral education in the English-speaking world for many years. Despite his imprecision and exaggeration there are many theoretical insights and practical helps for moral educators in his writings. However, unless more adequate empirical evidence is produced to support the basic concept of general moral stages, his system of thought will collapse, weakened as it is already by his abandoning of moral autonomy. Moral autonomy is defined in different ways. At one extreme, freedom of choice is so emphasised that morality is loosely defined, while at the other extreme the moral is closely defined and the scope for free choice is severely limited. Kohlberg overestimates the human capacity to be reasonable in moral matters and underestimates the variety in the human patterns of judgement and action. Moral autonomy was also important for Kohlberg because education for moral autonomy is an alternative to indoctrination. He retains this belief today even after abandoning moral autonomy, admitting his approach is now partly indoctrinative.

Moral development; Moral issues; Values education; Kohlberg (L)

162
Phillips J M
Precept into practice. A case study with special reference to language arts teaching in the primary school. MEdSt: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Studies.

This project is a case study of teaching practice in Primary Schools, with the aim of ascertaining the degree of effective translation of English / Language Arts precept into classroom practice. The case study encompasses teaching practice both in the past and the present. The precept in the form of the common syllabii published by the Education Department of Victoria for English teaching, pre 1975 is discussed, followed by comments on the 1975 Language Curriculum Statement. The major data base for examination of the classroom practice in the past is two case studies of primary teaching experiences, one in suburban schools, the other in country areas. These include preparation for teaching, and memories of experiences in implementing the English syllabus, together with, in the case of the country teacher, problems that affected implementation. Teaching in the 1980's is sampled by a case study of Language Arts teaching in current practice. The case studies are presented as oral history, the voices of the case study subjects being used to reflect the experiences themselves.

English curriculum; Language arts; Program implementation; Teaching methods; Victoria. Education Dept

163
Plaister R
Adolescent sexuality and the sexual revolution. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for pass degree of Master of Education.

The only studies that give valid conclusions for the existence of a sexual revolution in adolescence are those studies that take adolescent cohort probability samples and conduct the same test at different points in time. The conclusions would be valid for the particular aspect of sexuality tested. The time spacing should be sufficient so that the change in sexuality is not a reflection of a cyclic fluctuation. For a revolutionary change rather than an evolutionary change it is necessary to show that the particular aspect of sexuality studied is increasing at a much faster rate than other socio-cultural factors. Researchers have failed to do this. Researchers on sexuality are still failing to study the subject scientifically. Studies should be analytical, observational and comparative and be based on the testing of an hypothesis.

Adolescents; Sexuality

164
Pritchard G
Screening for school maladjustment: the first stage of a secondary prevention program for kindergarten and first grade children. MA (Hons): Macquarie University, 1982. Thesis submitted in partial fulfilment of requirements for degree of Master of Arts.

The early identification of school maladaption was the first stage of a Social Skills Development Programme for Kindergarten and Year 1 children implemented in two Mt Druitt schools. School adjustment problems manifested as acting-out, moody or withdrawn, and / or learning difficulty problem behaviours were identified using the AML Measure for School Maladjustment. The AML is a teacher-rating measure comprising 11 items, and designed for mass screening. The main sample of the study was the 1979 group of Kindergarten and Year 1 children from the two schools. Scale utilisation studies were conducted to evaluate the pragmatic utility and psychometric characteristics of the scale for the Australian population of Mt Druitt, N.S.W. Screened-in children were identified. Statistical descriptions of item-item and item-total correlations were made as well as the results of factor analytic findings. The reliability of AML ratings was evaluated. Discriminative and concurrent validity studies were conducted as well as an investigation of the sensitivity to change of AML ratings. Findings from these studies were compared with those from American studies using the AML. Comparative analyses indicated findings comparable to those of the U.S. studies. A group of at risk children were identified by rank ordering total AML scores and setting a cut off point.

At this beginning stage of schooling, children presented a greater incidence of mild to moderate school adjustment difficulties rather than severe difficulties.

Student adjustment; Student evaluation of teacher performance; New South Wales

165
Quill J S J
A study of the provisions for educating gifted and talented children with special reference to N.S.W. MEd: University of Sydney, 1982. Long essay submitted in partial fulfilment of requirements for pass degree of Master of Education.

Plato's beliefs about educating the most able in Greek society, the patronage system during the Renaissance, Darwin's theories, the work of Binet, Terman, Thorndike, Dewey and Piaget are considered in the light of talented education. The counter movement opposing special provision is mentioned as is also the controversy regarding the nature of intelligence. The problem of the cut-off point between the 'gifted' and 'average' is discussed as is also the various understandings of the differences between the terms 'gifted' and 'talented'. The methods adopted in identifying talented children are shown to be related to the concept of 'talent' held by the person desiring to nominate students as being in this category. The problem of identifying underachievers is mentioned as is also the talented child who, because of a variety of reasons, exhibits negative and antisocial behaviours. Several approaches applicable to pre-school infants, primary and secondary children are discussed as well as teacher attitudes to identification and identification procedures. Problems inherent in early identification, predictability, cultural bias, socio-economic differences and motivation are mentioned. A possible philosophy that could form the basis of gifted education is suggested and models for implementation considered in the light of the work done by Guilford, Williams, Renzulli and Tannenbaum. The growth towards a state policy for educating talented children in N.S.W. is considered in the light of the 1977 Ministerial Report. The situation in N.S.W. is compared to that in Western Australia.

Educational philosophy; Gifted; Talent identification; New South Wales

166
Radel P J
The acquisition of a scientific language. MEdSt: University of Tasmania, 1982.

The Science theme, the Nature of Matter, is important in science education. This dissertation examines student recognition of some of the more important concept definitions associated with this theme. In July 1981 a questionnaire consisting of two science tests relating to the Nature of Matter was given to 1132 students from both primary and high schools. The student sample came from a relatively restricted geographical area on the North West Coast of Tasmania. The first of the two tests attempted to determine the extent to which students recognised concept words associated with the theme the Nature of Matter. The second test examined the preferred thinking style used by students in arriving at the correct response to the individual items in the first test. It was found that the most preferred thinking style used by students in responding to the corresponding item in the second test was closely allied to the way in which the actual definition was given in terms of a Generalisation then the most preferred thinking style on that definition was also Generalisation. However the results of the second test showed that the teaching of a given concept definition associated with the theme, the Nature of Matter, appeared to have little influence on preferential thinking style.

Language acquisition; Science curriculum; Scientific literacy; Tasmania

167
Radford T D
Reading mathematics: the comprehension of mathematical vocabulary as related to performance in mathematics. MEd (Hons): University of New South Wales, 1982.

There is evidence which suggests that the failure of many students in mathematics both in the classroom and at examinations such as the School Certificate can be attributed in part to their failure to understand the precise meaning of the written material used in mathematical explanations and examination questions. In Experiment 1, boys and girls from Years 8 and 10 were presented with twenty five words appropriate to the School Certificate Mathematics examination both in isolation and in the context of mathematical questions. The results showed that comprehension of the specific words contributed significantly to variation in performance on the mathematical questions even after the variation due to intelligence and general comprehension was removed. The results did not demonstrate any consistent differences in mathematics performance between boys and girls and it was suggested that this was a consequence of the samples being selected from single sex schools. This hypothesis was examined in Experiment 2 where subjects were again presented with the same twenty-five words both in isolation and in context but in this case the samples were selected from Year 10 in a coeducational high school. The results again failed to show any sex differences. In conclusion, it was suggested that since comprehension of the words used in mathematical questions contributed significantly to the students' performance it is necessary for teachers firstly to teach mathematical vocabulary and secondly to ensure that vocabulary used in mathematics lessons and examinations is thoroughly comprehended through constant use.

Mathematics achievement; Mathematical vocabulary; Reading comprehension; Secondary school mathematics; Jacklin (CN); Maccoby (EE); Nicholson (AR); Otterburn (MK)

168
Raftery J
Strategies in mathematics: a case study of sheetmetal apprentices. MA: Flinders University of South Australia, 1982. 193p.

For technical trainees, mathematics is a mental tool used to solve practical problems. It is generally accepted that a large proportion of technical college trainees, apprentices and technicians, lack appropriate mathematics ability. In this study it was hypothesised that a major source of failure was the lack of appropriate strategies to apply mathematics skills and knowledge. The study was carried out in three stages. The first two of these are reported in detail. The third is described briefly. The first was a classroom survey of 71 first year sheetmetal apprentices using a test of mathematics performance developed for the study. Students were tested on their ability to solve word problems, as well as their mastery of background mathematics content. In the second stage, a sample of 30 apprentices were interviewed to obtain descriptions of executive and specific strategies. Because of the memory demands in solving multi-step problems there was also a test of short term memory. In a third stage an experimental teaching program was implemented with three groups of year 11 secondary students involved in a technical studies course. The results of the study clearly supported the hypothesis that poor strategy development and use is a major source of error. It was also confirmed that memory span was a limitation.

Mathematics achievement; Sheet metal work; Trainees

169
Ramsland J A
The education and care of destitute, orphan, neglected and delinquent children in New South Wales, 1801 - 1890. PhD: University of Newcastle, 1982.

This thesis examines the provisions made by government and private agencies for the education and

care of destitute, orphan, neglected and delinquent children in the Colony of New South Wales between 1801 and 1890. It is primarily concerned with the establishment and development of institutions specialising in child-saving rather than with more generalised philanthropic organisations such as the Benevolent Society of New South Wales. The thesis begins with the opening of the Female Orphan School, the Colony's first institution of child-rescue on the mainland, and ends with the introduction of the boarding-out system and its first ten years of development. It encompasses about ninety years in the growth of the child-rescue movement in New South Wales. Changes in the dominant modes of custodial care for dependent children are traced from the introduction of Georgian Houses of Refuge and the development of the large-scale 'barracks' approach which reached its zenith in the Randwick Asylum for Destitute Children during the 1860's to the movement in favour of its replacement by the boarding-out system and small cottage-style homes based on the family system. Throughout the thesis the influence of overseas approaches and models on the Colonial child-saving movement are examined in some detail. The aim and objectives, methods of treatment, curriculum, and modes of apprenticeship of New South Wales child-saving institutions set up by government, denominational and private agencies are examined in depth. As far as possible, the life experience of the institutionalised child during the period is recreated.

Child care workers; Child neglect; Child welfare; Institutionalised persons; New South Wales; Orphans; 19th century

170

Rees R J

Parents as language therapists for intellectually handicapped children. PhD: University of New England, 1982.

One hundred and thirty five families with moderate and severely intellectually handicapped children established a language training programme for their handicapped children. One hundred and two families and their children stayed involved for the programme's thirty three months duration. The programme was in three stages. Stage 1, which lasted for one year, was a year of preparation. At the end of this year a sequential criterion referenced language teaching manual was produced for use during Stages II and III. Parents contributed to the preparation of this manual. They received group help and advice and where necessary, speech therapy for their children on an individual basis. The programme was evaluated by using the Reynell Development Language Scales (Reynell 1969b), to assess the children's receptive and expressive language skills. This took place at the beginning and end of Stage I, at the end of each three month period during Stage II and again at the end of Stage III. Results included the following (a) that Target Teaching was the most effective method for teaching children receptive language skills especially over a short-term period of three months; (b) that the behaviour modification Target Teaching was superior to the Language Programme Only; (c) that children's sex, etiology and level of language development did not affect their receptive and expressive language performance; (d) that parents' responses to the attitude inventory helped identify their frustration and difficulties in teaching their children and that examination of parent responses indicated those parents who were most and least able to teach their children.

Moderate mental retardation; Parent attitudes; Parent role; Severe mental retardation; Speech therapy

171

Rendell P G

The development of children's comprehension of television programs with special reference to methods of investigation. MEd: Monash University, 1982.

Since a great deal of concern has been expressed about the amount and quality of television that children watch, it was decided to study how well they can remember and understand what they see. Very little research has been carried out on these topics. The principal aim of this thesis was to develop methods of investigating children's comprehension of television programs. The procedure developed was to show subjects a segment of television and then to assess their ability to recognise and reconstruct the temporal order of events. Children in Grades 1, 3 and 5, and adults were tested in small groups. In the recognition tasks, subjects were shown a pair of photographs, one from the segment they had just seen and one from a part of the program which they had not seen. Their task was to select the photograph they had seen. In Experiment 1, subjects were shown a segment of Get Smart. In Experiment 2, subjects were shown one of two segments from The Tomorrow People; the segments had few or many scene cuts. Across the age range studied, significant age-related increases in scores for recognition and reconstruction of the sequence of events were found. Children and adults quickly and accurately recognised the photographs they had seen in the television segment, although the distractor photographs were very similar. They were not quite as good at reconstructing the order in which events happened, although the fifth graders and adults got close to maximum scores.

Interpretative skills; Recall (Psychology); Television viewing

172

Rheault L M

Play and its applications to the slow learner. MEd: University of Sydney, 1982. Long essay submitted in partial fulfilment of requirements for pass degree of Master of Education.

In recent years the slow learner has been categorised with learning disabilities. Kirk and Gallagher have put forth the most comprehensive usable definition of learning disabilities and the slow learner has found his spot in the definition wrangle. This essay looks at the interpersonal model of man interacting with his environment. This then goes into what is play. A play paradigm presented by Joseph Levy, linking play and man to the environment is looked at. To further substantiate this model Piagets theory on play discusses the stages of play and the ultimate assimilation of children and the environment. The play approach to learning is concerned with how children develop skills and concepts in academic areas. This ties up with the slow learner. The essay looks at teaching methodology and presents two models to assist the teacher in developing play experiences for the slow learner. Suggestions for active play are made and presented under curriculum subjects. In summary the essay ties in with man as a social being, bearing out the point that the slow learner as a disabled person, has been accepted into society through the aspect of play. On the fringe, of course, is the change which is occurring in education for the slow learner and it is again borne out that the slow learner can benefit from the positive aspects of play as a learning medium, so that he may achieve to his fullest potential.

Play; Slow learners; Levy (J); Piaget (J); Piagetian theory

173

Richardson I R

Role conflict of teachers in isolated secondary schools. MA: La Trobe University, 1982. 200l.

This study seeks to examine role conflict of teachers in isolated Secondary Schools using conventional role concepts. Teachers' reference groups and perceptions of community expectations were examined by interviewing twenty experienced and relatively inexperienced male and female teachers in the Bendigo region. The data revealed that teachers perceive a high incidence of overlap between vocational and social roles which lead to reduced privacy or anonymity and greater stress on the job. The community's aims in schooling were often seen by respondents as contrary to teachers' objectives and subsequent social and job conflicts were accommodated in various ways, notably role definition and job restructuring. Teacher and community role expectations were seen as self-perpetuating in some

cases and the isolated and sometimes claustrophobic nature of the community were seen by all respondents as influencing role behaviour.

Role conflict; Rural schools; Secondary school teachers; Victoria

174
Roberts P
Egalitarian ideology and unequal outcomes of schooling. MEd: University of Sydney, 1982. Long essay submitted in partial fulfilment for requirements of pass degree of Master of Education.

There are two important aspects of ideologies: they represent inexplicit images of social reality based on assumed values and principles, while the social image also indicates what is possible in terms of action (reform). Therefore, ideologies conceal more than they reveal about such basic realities as who gets what from schooling (education) and why. They also conceal what society is really like in terms of the distribution of resources and the production process, manufacturing ad hoc justifications for social and educational inequalities. It is argued that there are strong traditions which are taken as representative of what Australian society is like. Those traditions have pervaded Australian schools so that there is, in the face of proposals for equality of scholastic outcomes, established traditions of elitism and 'the most favoured child'. That such traditions persist points to the ideological nature of egalitarianism as an expressed view of educational aims and outcomes. A distinction is drawn between egalitarian ideology - which in essence argues for a more equal distribution of educational resources and / or of scholastic outcomes, and / or of opportunity - and reform egalitarianism which may hold to the same aims, but by realising the social-political-educational nexus, is prepared to argue the case of social reform. The work of Australian researchers is examined in the light of what constitutes educational disadvantage and what causes educational inequalities. A number of related factors are identified.

Educational change; Educational objectives; Educational opportunities; Outcomes of education

175
Roden D W
Independent living for intellectually handicapped adults: an examination of a programme based on the principle of normalisation. MSocStud: University of Sydney, 1982. 266l. No abstract.

Daily living skills; Mild mental retardation; Normalisation (Handicapped)

176
Ross B
A strategy for developing K-12 curriculum packages for non government museums, with particular reference to the Sydney Maritime Museum. MEd: University of Sydney, 1982. Long essay in partial fulfilment of the requirements for pass degree of Master of Education.

This paper will examine the problems faced by smaller museums and try to show how present educational practice in museums and recent curriculum theory can be used to develop a strategy for the production of useful educational materials and activities for K-12 students, across a number of curriculum areas. This paper looks at the role museums play in education, the range of services provided and the problems common to all types of museums, government supported and privately funded. It sets out the history, objectives and resources of the Sydney Maritime Museum at Birkenhead Point, where a non-government institution has attempted to solve some of the problems arising from a need to fulfil an educational role. It also examines the very real problem of attracting human resources to assist the smaller institution. The essay looks at some of the general philosophical issues that arise in developing any curriculum material or package. Who decides what to teach? Which curriculum model provides the best framework for this museum's educational role and what should be taught? The practical problems of developing curriculum materials and activities and packaging them successfully are considered. These areas include format, objectives, rationale, evaluation, content, scope and sequence, teaching / learning strategies and cost.

Curriculum development; Museums; Private agencies; School role; Sydney Maritime Museum; New South Wales

177
Ross K N
Social area indicators and educational achievement. A study of the use of census descriptions of school neighbourhoods in guiding decisions concerning resource allocation to educationally disadvantaged schools in Australia. PhD: University of Melbourne, 1982.

The national indicator was constructed by using a series of stepwise regression analyses in order to obtain a linear combination of census-based descriptions of school neighbourhoods which would be highly correlated with school mean achievement scores. A correlational investigation of the properties of this indicator showed that it was an appropriate tool for the identification of schools in which there were high proportions of students who (1) had not mastered the basic skills of literacy and numeracy, (2) displayed behavioural characteristics which formed barriers to effective learning, and (3) lived in neighbourhoods having social profiles which were typical of communities suffering from deprivation and poverty. A theoretical model was developed in order to estimate the optimal level of precision with which indicators of educational disadvantage could be used to deliver resources to those students who were in most need of assistance. This model was used to demonstrate that resource allocation programs which employ schools as the units of identification and funding must take into account the nature of the variation of student characteristics between and within schools.

Educationally disadvantaged; Educational planning; Resource allocation; Disadvantaged Schools Program

178
Rowe M I
Training in spatial skills requiring two and three dimensional thinking and different levels of internalization and the retention and transfer of those skills. PhD: Monash University, 1982. 549l.

In this study an attempt was made to improve the spatial skills of a group of grade 7 students. Two different 20 hour training programs were prepared: one, the 'two dimensional program' contained a variety of short activities, all two dimensional tasks; the other, the 'three dimensional program', contained activities which required the students to handle or visualise three dimensional objects. The results provided strong support for the success of the 'two dimensional program'. The results suggested that for students with relatively high scores on the appropriate pretests participation in the 'two dimensional program' contributed to an improvement in general spatial performance and also on three dimensional tasks which required the mental manipulation of visual images. Although students who participated in the 'three dimensional program' showed no statistically significant mean improvement on the test containing only three dimensional tasks which required the mental manipulation of visual images, the results suggested that participation in this program contributed to an improvement in their skills on two dimensional tasks which required the formation of static visual images.

Nonverbal learning; Perceptual development; Spatial ability

179
Rust P A
The concepts about print test and traditional skills-oriented readiness tests as predictors of reading achievement in first grade. MEd: University of New England, 1982. Thesis submitted in partial fulfilment of requirements for Master of Education.

This study compared the effectiveness of some

components of traditional readiness tests with the Concepts About Print Test as predictors of first grade reading achievement. Participants were 140 Year 1 children from the Infants Department of four metropolitan primary schools. The children from two of the schools were taught to read with the phonics-based (Endeavour) method of instruction, while children at the other two schools were taught with the natural language-based (Ready to Read) programme. These two major reading schemes are the most widely used in the region in which the research was carried out, and they employ different approaches to the initial stages of reading instruction. Investigations were made to discover whether there was any interaction between the pattern of prediction of the Concepts About Print Test and the two methods of teaching reading to beginners. It was found that the Concept About Print Test was able to provide information that is distinct from that offered by traditional tests and that it was a better predictor of performance for children taught in the natural language (N-L) programme than it was for children in the phonics programme. It was concluded that the two reading schemes emphasise different skills. Analysis of the traditional tests showed that picture sequencing was a good indicator of reading ability for children taught in the phonics programme while digit span predicted performance of children involved in the N-L programme. Knowledge of the alphabet at the beginning of the year was found to be a highly significant predictor of first grade reading achievement for both reading schemes, but it accounted for a greater proportion of the variance in the phonics programme.

Predictive measurement; Reading achievement; Reading readiness tests

180
Sainsbury R E
Influences and constraints on the operational curriculum in the primary grades of primary schools in the north west educational region of New South Wales. MEd (Hons): University of New England, 1982.

The purpose of this study was to investigate, in a sample of primary schools, what factors of influence and constraint may be affecting curriculum decision making and implementation in the primary grades of primary schools. The objective of the study was to isolate and measure the perceived strength of influences and constraints affecting the operational curriculum, and subsidiary to this working from the perceived strengths of the items of influence, to discover who or what might be the most effective agent(s) for innovation in primary schools. The sample consisted of ninety-four, full time, primary grade teachers from twelve primary schools in the North West Region of NSW. The most important findings of the study were that at both the school and classroom levels the strongest influences upon curriculum decision making appeared to come from within the school. At the school level the strongest influence was perceived to be the corporate staff followed closely by the Principal, through informal and formal interaction. Overall, teachers perceived themselves as working in a fairly constraining environment and deputy principals perceived themselves as working in a more constraining environment than did other members of staff. The majority of perceived items of constraint fell within the domains of school administration and characteristics of school personnel. Many of the commonly felt constraints were closely related to the level of financial provision from government sources. This study took place at the transitional stage of change in the schools from centrally controlled curriculum decision making to school based curriculum development.

Curriculum development; Decision making; Primary school curriculum; Rural schools; New South Wales

181
Salvas A D
Methodological issues in calculation of enrolment retention rates. MEd: University of Melbourne, 1982. Thesis submitted in partial fulfilment of requirements for degree of Master of Education by course work and minor thesis.

This study examines the methods used in calculating age- and grade- retention rates for secondary schools in the Victorian education system. It focusses on the methodology used to obtain these statistics rather than on applications of the generated statistic. However, the administrative uses for which retention rates are calculated have been considered. The use of school data to calculate retention may be regarded as an attempt to overcome the problems faced in collecting individual pupil data. The latter would necessitate the tracing of all individuals in each age-cohort separately over that time, a task requiring data-collection methods which are yet to be made available. 'Apparent' retention rates, as they are usually called, are used on the assumption that they are unlikely to differ from 'exact' retention rates, those rates obtained when individual data is used, at least in the case of aggregates greater than the individual school level. Any errors resulting from this assumption can possibly be reduced by altering the method of calculating apparent retention rates. This thesis investigates a number of different approaches of calculating retention rates with this aim in view.

Data collection; School holding power; School statistics; Statistical analysis; Victoria

182
Sandeman R
School initiated method of evaluation. MEd: Canberra College of Advanced Education, 1982. Field study report submitted in partial fulfilment of requirements for Master of Education.

It is the purpose of this study to relate the theory and principles developed in the field of educational evaluation to the needs and daily practice of Australian schools. A main difficulty for school-based evaluators seeking to use the literature on curriculum evaluation is the theoretical nature of much of the writing. The second stage of this study considers the practical aspects of using evaluation models in school situations. It includes such matters as deciding what should be evaluated, who should do the evaluation and how it should be done. A simple and practical model for conducting school-based evaluations is proposed. With increasing emphasis in most school systems on school-based curriculum development, and based on the premise that evaluation is an essential and integral part of curriculum development, it is suggested that self-initiated evaluation is of growing importance to Australian teachers. A set of materials which has been developed to assist teachers to implement and conduct evaluations within their own schools is described. The final stage of the study compares the S.I.M.E. model of evaluation with the model developed by Terry TenBrink. It also considers use of the S.I.M.E. method by comparing it with an actual evaluation carried out by employing the TenBrink model.

Curriculum; Evaluation methods; Teacher participation; SIME method; TenBrink (T)

183
Schultz C L
Parent group education: attitudinal and behavioural outcomes for mothers and children. PhD: University of Queensland, 1982. 323l.

The aim of this thesis is to examine, by means of subjective and objective measurement procedures, the relative effectiveness of three prominent models of parent group education: the Dreikurs / Adlerian model, Gordon's Parent Effectiveness Training model, and Sadler / Seyden's Programme, a behaviour modification model. Part I contains studies of the attitudinal and behavioural outcomes obtained by subjective measurement methods. In Part II, outcomes are investigated by means of the objective

measurement of mother child interaction behaviour. The first study compares the relative effectiveness of the three models in producing short term change in maternal attitudes toward child rearing practices, and in child compliant behaviour. The four studies reported in Part II of the research are concerned with the impact of the theoretical model on mother child interaction behaviour. The outcomes related to mother child interaction behaviour, derived from the comparative study, are examined and replicated for the Parent Effectiveness Training model. The outcomes reported in Part II are based on the Mother Child Interaction Measure (M-CIM), which was designed specifically for the present research.

Behaviour modification; Mothers; Parent child relationship; Parent education

184
Scott D L
Possible directions for computer education in schools in Victoria based on some recent developments in schools in the United States and the United Kingdom. MEdSt: Monash University, 1982.

The author makes some comments on the state of computer education in secondary schools in Victoria. In spite of various recommendations by education bodies, future directions are not clear. The main sections consist of observations made by the author during visits in June and July 1980 to the United States and the United Kingdom. Whereas United States schools tend to use computers to assist teaching procedures, the emphasis in the United Kingdom is on understanding the components of computers, their applications and implications. General comparisons are made between the schooling practices and philosophies in the two countries. In the final section, reasons are given why there is some possibility of an increase in computer managed instruction as exampled by American systems. The author thinks that the English emphases are more suitable for schooling in Victoria. A strong plea is made for a re-consideration of computer education planning so that Data Processing can be given the pre-eminent place.

Computer science education; Educational objectives; Educational philosophy; Victoria

185
Scott L
Expanding teaching repertoires: utilising models of teaching to meet the special aims of new policy statements. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for pass degree of Master of Education.

The purpose of this study was to develop models of teaching which could be used to expand teaching repertoires. Research conducted as part of this study indicated that teachers had limited competencies in social and personal models of teaching. To implement recent policies and syllabi, teachers needed to develop skills in teaching the social and personal areas of policies and syllabi. The development of models of teaching was one approach for providing teachers with the opportunity to develop the necessary skills. Three models of teaching were developed: values clarification, moral dilemma and intercultural contact. The models presented are an outcome of a trailling and evaluation program in school programs and teacher education inservice courses.

Teacher effectiveness; Teaching models; Teaching skills

186
Seddon J M
The new English: an analysis of ideology in the professional literature of English teaching; 1963 - 1978. MEd: University of Melbourne, 1982. Thesis submitted in partial fulfilment of requirements for degree of Master of Education by major thesis.

This thesis focusses upon the professional literature of English teachers in Victoria in the period 1963 - 1978. Its concern is, firstly, to identify and delineate the distinctive features of the successive ideologies of English teaching which emerged in the literature during those years, focussing in particular upon 'the New English'. Secondly, it seeks to suggest reasons for their emergence, by examining contemporary socio-economic, political and institutional developments, to which the theory of English teaching has been responsive. The theories of English teaching which are identifiable in the literature do not represent the changing practices of teachers, but rather a succession of attempts by theorists to direct and control those practices. They also reflect the changing composition and configuration of a particular segment of the intellectual field over a period of time. The major purpose of this analysis is to demonstrate how more widespread historical developments called forth a specific range of responses amongst theorists, whose role was one of intellectual management of those developments. It is claimed that the New English merits attention both because of its congruence with broader structural changes and because of the challenge it offered to existing forms of control over both teaching practice and the production of theory itself.

Educational theories; English; English teaching; Teaching methods; Victoria; 1960 - 1969; 1970 - 1979

187
Sheen J B
A study of the Victorian Deaf and Dumb Institution (now the Victorian School for Deaf Children) and areas of education associated with the deaf 1860 - 1913. MEd: Monash University, 1982.
Restriction on photocopying until 21.1.86

This study of the VDDI and about the education of deaf children in Victoria between 1860 and 1913 highlights the difficulties which, during that period, confronted deaf pupils and their teachers. It attempts to create an appreciation for the efforts and achievements of those individuals who took the initiative and responsibility for ensuring that deaf children received some instruction. It especially tries to bring an awareness of the prevailing attitudes to deafness present within the general community and the effects of those attitudes upon both social and educational issues. Other themes cover negotiations with the government for financial assistance and with Victorian educational bodies both in matters of finance and for educational purposes. Linked with these is a perusal of the varying ways that teachers were engaged and trained and the influence of some of them upon the education of deaf children, not only in Victoria, but in other parts of Australia. Attitudes to deafness were bound up with the different methods of teaching - manual, oral, combined and aural. The introduction and continuation of these methods, and the differing emphases given to th the VDDI, are discussed.

Deafness; Student reaction; Teacher response; Victorian Deaf and Dumb Institution; 19th century; 1900 - 1909; 1910 - 1919

188
Sheppard M O
The information needs and information seeking behaviour of student teachers engaged in technical and further education (TAFE) trade teacher preparation courses. MLib: Monash University, 1982.

This thesis is concerned with an industry and education-related topic which has not previously been systematically studied, namely the information needs and information seeking behaviour of student-teachers engaged in TAFE trade teacher preparation courses and in teaching trade subjects to apprentices (and other students) in TAFE colleges as part of that preparation. The data collecting instruments were discussion, a questionnaire administered in 1980 to 78 year-one student-teachers undertaking the Diploma of Technical Teaching course at Hawthorn, interviews with six of the student-teachers, and interviews with four of the Centre for Teaching in Applied Technology method lecturers involved in the TAFE trade teacher preparation program at Hawthorn for these student-teachers. Conclusions showed that the most used sources for information are the library, other teachers and supervisors in TAFE college.

Trade literature and industry contacts were the most important sources outside the TAFE college. Five recommendations are made concerning areas needing further investigation or action. These recommendations relate to the creation of an information retrieval system for trade and industry literature; the teaching of library use skills to TAFE student-teachers; a survey of the type of information sought from TAFE libraries; an assessment of the information needs of TAFE student-teacher educators; and a further review of the information needs and information seeking behaviour of these student-teachers at a later stage of their teaching careers.

Information needs; Information sources; TAFE teachers; Teacher education; Victoria

189
Short D L
Towards a theory and model for inschool curriculum planning. MEd: University of Sydney, 1982.

As the concept of inschool curriculum planning becomes more of a reality than merely a discussion point, there is a greater need for teachers to have some idea of what curriculum is and how it may be planned. Such knowledge needs to be practical, consider the constraints, and aim for an ideal in curriculum planning exercises. It is increasingly becoming the task of consultants within state Departments of Education to give advice on how curriculums may be planned, and assist teachers acquire the needed skills. Personal observations reveal a lack of understanding of curriculum and planning techniques among such consultants, and an acute lack of awareness of how to recognise and counter constraints in the planning process. Consequently, resultant attempts to assist teachers in a given school to develop a curriculum in any subject are not as effective as they could or should be. This study is an attempt to clarify the concept of curriculum. Further, it is an attempt to devise a model for curriculum planning which takes into account the problems which teachers encounter and therefore which is of practical use to the curriculum planner. The study also attempts to gather from teachers, during curriculum planning sessions, some clear idea of the constraints within which they are operating in curriculum planning and implementation at the school level. Finally, recommendations concerning inschool curriculum planning are made which will assist both teachers and consultants undertaking such a venture.

Curriculum development; Educational planning; State departments of education

190
Simpson T A
The motivation of primary teachers to undertake inservice education; the influence of inservice education upon motivation and job satisfaction, and participative decision making; and selected personal and organizational variables as predictors of job satisfaction. PhD: University of Queensland, 1982.

This study investigated the nature of the motivation of primary school teachers to undertake inservice education and the effect of inservice education upon their job satisfaction and their involvement in school decision making. The motivation of unemployed teachers to undertake inservice education was investigated in comparison with that of teachers currently in employment. Finally, the predictive capacity of selected personal and organisational variables, including attitude to inservice education and actual and desired levels of involvement in school decision making, on facets of job satisfaction was investigated. Altogether, three hundred and forty-four teachers were involved in the research. The study failed to establish any significant relationship between the duration of the inservice education of primary school teachers and either their motivation to undertake professional education programs, their job satisfaction, or their actual and desired levels of involvement in school decision making. When the job satisfaction of teachers was investigated, it was found that less satisfaction existed for the facet of Promotion than for the other facets.

Inservice teacher education; Job satisfaction; Primary school teachers; Teacher motivation

191
Sislov L
Conceptions of bilingual education; the contexts in which conceptions emerge and certain practical pedagogical initiatives emerging therefrom in Australia and other countries. MEd: University of Melbourne, 1982. Minor theses. No abstract.

Contents include general considerations relating to majority and minority groups; cultural pluralism and multiculturalism; racism, prejudice and discrimination in Australia; examples of bilingual programmes and bilingual education in Australia.

Bilingual education programs; Ethnicity

192
Slater B P
The development of a process for public participation in institutional goal determination and analysis. PhD: Flinders University of South Australia, 1982. 313p.

The prime purpose of this study was to develop, by reference to the research literature, a process for involving multiple publics in determining and analysing goals for a public educational institution. The study's secondary purpose was to test the process in an experimental situation by developing and analysing a list of goal statements for a public institution of Technical and Further Education in South Australia. The author has drawn on two prior processes - The SEER Technique and The Nominal Cross Purpose Matrix Technique - to develop a new process for developing and analysing institutional goals for educational accountability. Goal setting in education has traditionally involved the use of Committees, Surveys, Expert Opinion or by Mandate. There is considerable research evidence, however, to suggest that such processes are inefficient. The new process attempts to draw on the strengths of two of these methods (Committees and Surveys) whilst eliminating their weaknesses. The prime purpose of the study was met by a review of the research literature on the advantages and disadvantages of the major existing techniques for involving multiple publics in goal determination. This literature review provided a theoretic basis for the development of the new process. The secondary purpose of the study was met by developing and analysing a list of goal statements for a specific educational institution, The Open College of Further Education. The study concluded that, despite the limitations outlined, the new process for goal determination and analysis has potential for educational planners and decision-makers.

Accountability; Educational objectives; South Australia

193
Smith I R H
The relationship of personality and motivational variables to achievement measures in college. MEd: University of Melbourne, 1982. Thesis submitted in partial fulfilment of requirements for degree of Master of Education by course work and minor thesis.

129 final year students from a teachers college in Britain were given the psychological tests of personality (the 16PF) and of motivation (the MAT) at the conclusion of their college course. The students' scores on these psychological tests were compared with their achievement in academic courses and practical teaching sessions, using correlational analyses, and factor analyses incorporating 'Varimax Rotated Factor Solutions'. A survey of the relevant literature suggested a significant relationship between academic achievement and the personality dimension of 'introversion' in post-secondary school students. This finding was substantiated in the present study. However an often reported relationship between high academic test scores and the anxiety-stability dimension was not found in this study. The students' scores in teaching practice were not found to be significantly related to any personality dimensions as measured on the 16PF.

Academic achievement; Comparative analysis; Psychological characteristics; Psychological testing; United Kingdom

194
Smith J E
The planning and organization of microcomputerized systems for secondary schools. MEdAdmin: University of New England, 1982.

This study is concerned with information systems for school management. It aims to identify data elements of the manual information system currently used to determine whether or not such a system can be computerised. As the computer to be utilised is a microcomputer, the study also examines the feasibility of using microcomputers for such purposes. Several investigations were carried out in relationship to the study. Two case studies of secondary high school management information systems were made to identify the information required of school management for external organisations. A survey of schools where microcomputers are being used for administration purposes was undertaken. State Education Departments' attitudes towards such computerisation were determined and a technological feasibility analysis undertaken. These investigations revealed that microcomputers are able to service school management systems provided that proper planning to accommodate sorting and printing time is undertaken. A design for implementing microcomputerisation in school management has been developed.

Computer orientated programs; Management information systems; Microcomputers; School administration; Systems development

195
Smith R B
Modification of young children's attitudes to light and dark objects and resultant changes in their racial attitudes. MEd: University of New England, 1982.

The study investigated the effects of vicarious reinforcement on young children's attitudes to light and dark colour and object names and the resultant changes in their racial attitudes. Eighty-nine six year old boys from two schools were randomly placed in one of four reinforcement groups namely control, positive reinforcement, negative reinforcement, and mixed reinforcement groups. Following a pretest the boys watched a videotape which showed a wild-life film (control) or a boy receiving positive and / or negative reinforcement for his responses in the training task. Post-tests were carried out immediately following the training phase and six weeks after the training phase. The test battery included the measurement of children's responses to light and dark colour and object names. It also included a semantic differential to measure responses to the colours black and white. Racial attitudes were measured using a revised version of PRAM II and a social distance scale. Results indicated that the particular vicarious reinforcement task utilised in this study was ineffective in changing children's attitudes to light and dark colour and object names, and in changing children's racial attitudes. It was clear that the boys differentially rated the colours black and white with a tendency to rate black in a negative manner and white in a positive manner.

Attitude change; Colour; Racial attitudes; Visual perception; Social Distance Scales

196
Smith S J
The phenomenology of play behaviour and its educational significance. MEd: University of Queensland, 1982.

The aim of this thesis is to describe, via a phenomenological method, the human significance of play behaviour. It is to establish the need for a phenomenology of play behaviour; to use this method to describe the human significance of play behaviour; and to develop from the findings a conception of what it means to be educated. Consideration is given, first of all, to the various theoretical accounts of play behaviour. The second part of the thesis entails a progression from external theorising to first-person understanding. Lived experience is established as the domain of inquiry and a phenomenological method patterned after Merleau-Ponty's phenomenology of the lived body is developed in order to describe the player's experiences. The third part of the thesis then employs this method in an original phenomenological analysis of the play phenomenon. It comprises detailed descriptions of a range of respective experiences and the essential characteristics of play behaviour as such. In the fourth section of the thesis the results of the analysis are used to outline the educational significance of play behaviour. Conclusions are that the play world is an important sphere of human existence; that play behaviour serves a re-creative function in the life of an individual; and that re-creation lends significance to the educational goals of personal development and acculturation. The philosophy of man is in this respect outlined as a philosophy of education.

Individual development; Phenomenology (Psychology); Play

197
Snewin D G
College-based staff development for business studies personnel at the South Australian Department of Further Education. MEdAdmin: University of New England, 1982.

This thesis examines staff development activities currently operating in Schools of Business Studies at the Department of Further Education (S.A.), to determine their effectiveness for the perceived needs of Business Studies lecturers. A secondry aim was to identify a wide variety of staff development activities potentially useful to the Department of Further Education. A questionnaire was administered to Business Studies lecturing staff at thirteen Department of Further Education institutions. From a total population of seventy-eight Business Studies lecturers, fifty-three questionnaires were returned, providing a response rate of sixty-eight per cent. Staff development, its nature, scope, content, form and structure was examined. Data from the survey instrument indicated that very few business studies lecturing staff were pursuing further tertiary studies of any kind, whilst the provision at college or system level of skills updating courses was virtually non-existent. Respondents perceived such technical / specialist skills updating as a major requirement of staff development.
Respondents felt that greater encouragement and assistance could be provided regarding industrial leave, outside projects, consultancy, staff exchange, and study assistance. Half of the respondents regarded promotion as a major career factor.

Academic staff development; Business education teachers; TAFE colleges; South Australia. Dept of Further Education

198
Spencer P A
Administrative implications for a college of advanced education arising from the introduction of a degree course in advanced nursing. MEdSt: Monash University, 1982. Theses submitted in partial fulfilment of requirements for Master of Educational Studies.

The present study attempted to investigate the early planning and implementation stages of the Bachelor of Applied Science in Advanced Nursing programme, at Preston Institute of Technology. A case study survey method was employed to provide an intensive description of the historical activities which took place. Independent participant perceptions concerning the invention, diffusion and adoption of this innovation were probed by semistandarised interviews. Havelock's Social Interaction Perspective of dissemination and utilisation of knowledge was utilised as a framework within which to view the diffusion of this innovation. The results of the study indicate that there was a conceptual confusion amongst many of the participants regarding the

difference between course planning for state accreditation and curriculum development. The complex administrative structures and procedures which were involved inhibited creative development and overall coordination of the planning process. Due to time constraints, in many instances decisions were acted on in a context of uncertainty. The type of involvement of academic staff in the process of planning for the innovation influenced the degree of committment they later display to the newly introduced programme. implications of the study for Colleges of advanced education which are contemplating the commencement of similar courses are discussed.

College administration; Curriculum development; Educational planning; Nursing education; Havelock [illegible]; Preston Institute of Technology

199
Stabback P G
Language across the curriculum from research to reality. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for pass degree of Master of Education.

Language across the Curriculum is a concept in education which has its origins in research done over a number of decades. That research may be divided into two areas. Firstly, psychological investigation has long concerned itself with the ways in which knowledge is acquired. Various theories of learning have been proposed, which, when specifically applied to the learning of language, have significant implications for teaching. The theories of language acquisition discussed. Secondly, there is a substantial body of research which has investigated the role of language in the acquisition of all knowledge. This research includes the work of Vygotsky, James Britton, Douglas Barnes and J.S. Bruner. It is in these theories that language across the Curriculum finds its validity. If the language capability of the individual plays a significant role in the learning process, it follows that teachers of all subjects should be aware of the potential of language as a learning tool and seek to maximise the efficiency of its use in the learning situation. If the implications of the theory are accepted, it becomes necessary for schools to consider the various modes of language use (talking, listening, writing and reading), and the ways in which their potential as a means of learning can be realised. The school's deliberations in these matters may lead to the formulation of a language policy which crosses all subject areas.

Curriculum; Language acquisition; Learning theories

200
Stark D
An investigation into the uses of a diagram technique in the teaching of a tertiary orientation programme sociology course. MEdSt: Monash University, 1982.

This project has its inception in a teaching strategy which was first attempted in 1979 with a class of Year 12 Tertiary Orientation Programme students studying sociology. Briefly, it consisted of asking students to diagrammatically represent how they saw themselves in relation to the elements / pressures from the surrounding society of which they were a part. They had approximately six weeks in which to complete this assignment using any medium or technique they cared to choose. They were also asked to hand in a written explanation to accompany the diagram. The first impression about the responses in that first year was the wealth of creativity the exercise appeared to have generated. There was also a compelling 'realness' about some of the diagrams and the accompanying explanations which seemed to defy objective analysis. Involvement with the diagrams that students have constructed has confirmed that human concerns are varied and complex. A too narrow conception of what constitutes knowledge, and a too narrow concern with the publicly legitimated forms of knowledge, such as the syllabus and subjects, fails to 'educate' in any true sense. The diagram strategy is a concrete example of a definition of education involving the free flow of ideas which can be synthesised to allow the challenge for the student of producing valid knowledge of his own.

Sociology; Sociometric techniques; Tertiary Orientation Program

201
Stewart R B
Assessments and decisions: a study of professional decision making about children in care. MSoc Work: La Trobe University, 1982. 146l.

This is a study of professional decision making about children in care and their families, and in particular the relationship between workers' assessments of families and the decisions that are made for them. It is assumed that practitioners do have some reasonably coherent framework of practice knowledge and the study aims to identify parts of this framework through the relationship between assessments and decisions.
The Victorian Department of Community Welfare Services generously made staff and records available for the study. Information about children about whom case planning decisions had been made was collected, retrospectively, using material in case records.
The assessments of the social workers assigned to each family concerning a range of characteristics and circumstances including parenting skills, family relationships and family visiting of those children who were in care, were correlated with immediate decisions about the child's placement and long term plans for the child. The pattern of relationships found suggests that in immediate placement decisions basic requirements of stability and safety are applied whereas in long term planning such areas as family relationships, family motivation to solve problems, and social skills became important determinants of decisions.

Child welfare; Decision making; Family environment

202
Streat W L
The Innovation Program 1974-1981: Constructing an approach to change in Australian education. MEd: University of Queensland, 1982.

The aim of this work is to trace the development of the program, to describe and examine its implementation from a national perspective and to analyse a range of critical issues associated with school level educational innovation and change arising during the course of the program's existence. The study begins, therefore, with an examination of various approaches to educational innovation followed by an analysis of the need for change in Australian education arising from the historical and political context. The growth of a project from conception to completion and the developing role of the program in the process is set out in detail. Also examined is the attitude of the state education authorities to innovation and change initiated at the local level and supported from outside.
The analysis of program implementation concludes with the identification of three growth points for school level educational innovation: first, the need for greater centrality of effort; second, the importance of institutional receptivity to innovations sponsored by the people of school communities; and third, the importance of regionalising and devolving power and management in government sponsored change programs.

Educational innovation; Federal programs; Program implementation; Australia. Schools Commission; United States; 1970 - 1979

203
Sturman A
Patterns of school organization: resources and responses in sixteen schools. MEd: University of Melbourne, 1982.

The research focused on six issues relating to resource deployment and school organisation: process of decision making; procedures for allocating students to classes; procedures for allocating teachers to classes; aspects of the school program, such as the relative emphasis on welfare and academic goals, the

extent of student participation in curriculum choice, the introduction of transition education programs at schools, and the role of specialist teaching in primary schools; processes of involving parents, community, ancillary staff, and students in the teaching program; aspects of teacher contact time. In the conceptual framework guiding the research, the importance of examining the school as an organisation as well as examining various methods of deploying the resources available to schools was stressed. The premise here is that any attempt to study the effective or the optimum use of resources in different schools should seek to examine effective processes also. In the study, this resulted in the examination of those processes by which school educational aims and priorities were formulated, the processes by which these aims were transformed into action, and the processes by which schools evaluated aims and objectives.

Decision making; Educational resources; Resource allocation; School organisation

204
Sussems J
The phenomenal self. MEd: Monash University, 1982.

This thesis involves concepts only recently introduced into psychology from phenomenological and existential philosophy. It is not meant to be a philosophical review but it does survey those concepts which were considered relevant to the psychological definition of the phenomenal self. Investigation of a person's self as he has lived it has led to the use of certain guiding assumptions which were drawn from phenomenology, such as intentionality, situational freedom, the phenomenological reduction and intersubjectivity. These and others allowed us to take the individual's experiental world and to structure it according to the way he experienced it. Based on descriptive material provided by George two biographies were constructed - one public the other phenomenological. A portrayal of his life experiences was represented detailing a number of major themes. These themes or 'dimensions of his inner life' provide the focal points around which his life was more or less critically organised and patterned. In other words they concretely articulated his world and made it comprehensible. Although the methodological approach, adopted from phenomenological assumptions provided the guidelines for the interpretation of George's life-history, they were found to be too general and ill defined. This portrayal is thus to be regarded as a first step in a relatively undeveloped branch of psychology.

Biographies; Phenomenology (Psychology); Self concept

205
Suwarsono S
Visual imagery in the mathematical thinking of seventh grade students. PhD: Monash University, 1982.

After reviews of the relevant literatures are presented an investigation into the involvement of visual imagery in the mathematical thinking of seventh grade students is described. The subjects for the investigation were 112 seventh grade students from two seconary schools in the metropolitan area of Melbourne. Multiple regression analyses revealved that neither the degree of a student's preference for using visual imagery when solving mathematical problems (referred to as 'mathematical visuality' in this study) nor Gestalt completion ability was significantly related to his or her ability to solve the problems; on the other hand, both spatial ability and verbal reasoning ability significantly affected mathematical problem solving performance, with verbal reasoning ability having a greater effect that spatial ability. It was also found that a student's spatial ability, verbal reasoning ability, and Gestalt completion ability did not significantly affect his or her mathematical visuality, either individually or in combination. The second main aspect of the study was an investigation into whether the provision of two training programs in mathematics, one emphasising the use of visual-pictorial thinking and the other emphasising the use of verbal-symbolic reasoning, would affect students' mathematical visuality.

Imagery; Mathematics achievement; Problem solving; Spatial ability; Andrich (D); Gestalt; Rasch model

206
Sweeney B J
An evaluation of Saint Chad's College. MEdAdmin: University of New England, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Administration.

This study attempts an evaluation of St. Chad's College, a Catholic Boys' Boarding School conducted by the Xavier Brothers. It does this by an analysis and interpretation of data obtained from a survey of opinion of the Year 12 students at St. Chad's, by the application of the 'Student Survey 1978'. Corroborative evidence from a staff survey is also used and comparative data available from the application of the survey to some 1300 students in eighteen other schools is also used. The survey was designed 'to find out what students think about various issues or what they do in certain circumstances . . . to enable staff and students to understand more about (the) environment . . . and so be better able to consider possible ways and means of improving (the) school.' (Introduction to the 'Student Survey 1978'). It does this by surveying Year 12 students as to their opinions of the aims of Catholic schools, their life goals and values, their problems and concerns, and their religious development and practice. Their opinion of the school curriculum and classroom teaching, the school climate and morale, is also surveyed. The achievement of these aims is attempted through the curriculum and classroom teaching, all mediated through the school climate and morale. The extent, then, to which students share these aims, life goals, values and religious practices, filtered to them through the official curriculum and classroom teaching, and all mediated through the school climate and morale, provides indeed a valid evaluation of the school.

Educational environment; Educational objectives; School administration; School evaluation; Saint Chad's College

207
Tatlonghari M A
Written English responses of Filipino sixth graders to verbal and verbal-pictorial stimuli. MEd: University of Sydney, 1982. No abstract.

English (Second language); Student reaction; Verbal stimuli; Visual stimuli; Philippines

208
Taylor D P
Yoga and education. A study of the relevance to modern education of the principals of classical yoga as expressed in the prospectus of the School of Total Education of the Helen Vale Foundation, in Melbourne. MEd: Universiy of Melbourne, 1982. Thesis submitted in partial fulfilment of requirements for Master of Education by major thesis.

This expository thesis looks at the relationship between the principles of Classical Yoga and the Prospectus of the School of Total Education conducted by the Halen Vale Foundation in Melbourne. A brief overview of the nature of classical yoga is given. This is followed by an examination of the two basic tenets of the school, viz., the concept of total education and the need for the school students to be given a philosophy of life. The examination presents these two factors in the light of their origins in Yoga philosophy. This is followed by an investigation of the major aims and objectives of the school and their relationship to the principles of Yoga. In particular, moral education, the control of the ego and the emotions, detachment, spirituality, the physical and psychosomatic practices and the role, function and methods of the teacher are discussed. The conclusion attempts to suggest the possible relevance of the yogic and educational aims, methods and practices of the School of Total Education for education generally.

Educational philosophy; Ethical education; Meditation; Helen Vale Foundation; Victoria; Yoga

209
Teo R M
The communication skills of mentally retarded children. MEd: University of Sydney, 1982. Long essay in partial fulfilment of requirements for pass degree of Master of Education.

The aim of this study is to analyse the language of mentally retarded children utilising current research and theories. The terms 'language' and 'mental retardation' are systematically defined. The numerous devices for assessing mentally retarded children's language are categorised and discussed. Studies relating to the linguistic analysis of mentally retarded children's language are summarised and evaluated. Of importance here is the study of phonological, syntactic and semantic aspects of mentally retarded children's language. The relationship between language and thought is established through reference to several theorists. Current research which is based on the work of these theorists and has been related to mentally retarded children's language and thinking processes is discussed and evaluated. The current position in regard to the study of the language of mentally retarded children is presented. Recent studies are taking the interaction of dyads as their major focal point. In relating these studies to mentally retarded children an analysis of such interactions is considered. Such dyadic interactions include those between (i) the mentally retarded child and his care-giver, or (ii) the mentally retarded child and his peers.

Communication skills; Mental retardation

210
Thomas D J G
Teachers' attitudes to mainstreaming the intellectually handicapped. PhD: Flinders University of South Australia, 1982. 396p.

The main purpose of this thesis was to explore the relationship between teachers' attitudes to mainstreaming the intellectually handicapped and personal and institutional factors among a sample of 550 Tucson and Devon teachers. These factors have been identified from interviews with teachers and school psychologists, a review of the relevant literature and a consideration of the major psychological and sociological theories of attitude formation. Teachers' attitudes were assessed by a Q-sort, the content of which was derived from a review of the mainstreaming literature and discussions with teachers. Unstructured interviews supplemented this approach. Evidence suggested that traumatic classroom experiences with the handicapped, the 'what-happened-yesterday' factor, leadership and class size were also sources of influence on teachers' mainstreaming attitudes. Three subsidiary research questions were included in the study. One of these was concerned with the conditions in which teachers who were neutral or opposed to mainstreaming would willingly integrate the intellectually handicapped. There was general agreement that contact with the handicapped when young increased individual tolerance for them in later life. There was also agreement that the pre-service education of teachers was an inadequate preparation for mainstreaming. The last research question related to the nature of mainstreaming attitudes.

Mainstreaming; Mental retardation; Teacher attitudes

211
Thompson R R
The politics of participation. A comparative study of proposals by the governments of Victoria and New South Wales aimed at increasing community participation in the control of schools. MEd: Monash University, 1982. 183l.

This thesis contains a description and an analysis of the way in which two Australian State Governments (Victoria and New South Wales) attempted to implement policies which aimed at increasing community participation in the government of State schools. These policies are located in the context of similar policies which were developed in several western countries during the period 1968-1974. These policies are also considered against the background of some theoretical discussions about participation. It is found that recent analyses of the politics of education in terms of interest groups, the bargaining process and patterns of policy-making are useful in analysing the differing courses and results of the policies being considered. Finally, the question of whether a comparative view will produce different conclusions to those made by researchers who study a single case or an individual system is examined.

Comparative education; Decision making; Educational policy; School community relationship; Victoria; New South Wales

212
Tierney J W
A study of the contribution of incident analysis to the modification of cognitive behaviour in a teacher education programme. MEd: University of Newcastle, 1982.

This study was designed to explore the effects of integrating an interaction analysis feedback system known as Incident Analysis, with an existing microteaching programme. It was carried out in response to a need recognised at Newcastle College of Advanced Education, for a more effective and efficient feedback system. After a number of pilot studies, the Indicent Analysis System (I.A.S.), was created from concepts developed by Flanders, Nuthall and Cunningham. The primary aim of the research was to test if feedback from the I.A.S. system resulted in significant behavioural changes, in the direction specified by the objectives of the programme. A secondary aim was to identify variables which might indicate the type of student likely to have difficulty in achieving the objectives of the programme. Student teacher I.Q. and three facets of questioning style, pausing, vagueness and fluency, were selected as independent variables. The results suggest that the I.A.S. system assisted student teachers to modify their behaviour in the directions specified by the objectives of the second semester Primary Principles and Practices of Teaching Programme, with significant changes being achieved on four of the five criterion measures. Only one of the four independent variables, fluency, was significant.

Behaviour modification; Cognitive processes; Interaction; Teacher education programs; Newcastle College of Advanced Education

213
Tigilai M N V
The Melanesian way: implications for administrators and managers in Papua New Guinea. MEdAdmin: University of New England, 1982. Thesis submitted in partial fulfilment of requirements for Master of Educational Administration.

The aims of this thesis are first, to explore what is meant by the term 'Melanesian Way' and what it involves. Secondly, it attempts to find out the effects, if any, of what are involved in the term and their implications on the formal organisations in Papua New Guinea. In order to find a definition or what the term involves a semi-structured interview was carried out on thirty-four people both Papua New Guineans and overseas persons. The people interviewed came from government, semi-government and private organisations. All came from the management areas of the organisations concerned. As a result of the field study, a general definition as perceived by those interviewed became evident. Administrative behaviour by the interviewees did not generally reflect adherence to the Melanesian Way. Rather there appeared to be a large measure of conformity with Western organisational practices. Thus, as a pilot study the thesis has identified issues rather than arrived at any finite conclusions.

Administrator attitudes; Administrator characteristics; Administrators; Organisational climate; Melanesians; Papua New Guinea

214
Tingay J C W
Pupils' perceptions of and adjustments to their school environments. MEd: University of Western Australia, 1982. Thesis submitted in partial fulfilment of requirements for Master of Education.

This study examines two aspects of pupils' learning environment in school: their perception of the environment and their adjustment to it. Previous work on the measurement of the environment on an open to traditional scale is discussed and a method of measuring the environment through the perceptions of the pupils was examined. A pilot programme was undertaken and two instruments which conformed to the conceptual frameworks were developed. An instrument to measure Pupil Perception of the Learning Environment and an adaptation of the National Foundation for Educational Research in England and Wales survey S7 'Attitude to School' were used to measure the perceptions of the adjustment to the learning environment of a group of pupils in six primary schools both before and after they transferred to two secondary schools. The study indicated that the instrument devised to measure the pupils' perception of the environment was adequate for the purpose of this study. The results of the survey showed that there was a relationship between the two variables measured: the more open the pupils perceived their environment, the better adjusted were those pupils. This relationship was stronger at the primary school level than at the secondary level, and was stronger between the social aspects of pupil adjustment and their perceptions of the environment. In most areas pupils in open schools scored significantly higher than their counterparts in traditional schools on the adjustment measures; this trend was more noticeable in the primary schools.

Educational environment; Student adjustment; Student attitudes

215
Tinkler D E
The rationale, development and application of the 'humanities core curriculum' (HCC), a curriculum alternative for primary school social studies: a statement on learning and teaching in social studies K-6. MEdSt: Monash University, 1982.

The task, to produce a curriculum alternative to that operating in the school in social studies was seen as a planned, academic exercise which was discussed at the outset and at various subsequent stages with lecturers at Monash. It was in August 1979 that the prototype matrix emerged for presentation to school staff at a Schools Commission funded in-service program. The initial drafts, the prototype matrix, pre-reading materials for the in-service, audiotapes of lectures and the later matrix (Dec. 1979) form part of the early documentation. However it was only after the framework of the M.Ed. Studies project had been approved in mid 1981 that a decision was made to publish the HCC chart. For publication changes were made to 111 of the 168 cells of the matrix (Dec. 1979) before the chart in its final form was presented for typesetting. The 'paste-up' was passed for printing in October, 1981. The stimulus for the numerous changes to the text came from interaction with colleagues in schools, at various national conferences, and from lecturers and students in the Monash programs. As a result of continuing evaluation the theory as presented at the in-service has been modified significantly, a new diagramatic model has been drawn up, criticism of the Piagetian position on cognitive growth has been developed further, the theory of 'abstraction' in the generation of concepts has been greatly refined, and the factor 'sound pedagogy' has been identified as contribution to cognitive and conceptual growth.

Core curriculum; Humanities; Matrices; Social studies; Australia. Schools Commission; Monash University; Piagetian theory

216
Todhunter P R
Cost effectiveness in practice. MEd: University of New England, 1982.

This study describes a cost-effective approach to school resource allocation. It combines the essential resource input costs of alternative program strategies, with the target objective of encouraging the highest possible proportion of intellectually able state school students in the South West Region of Queensland, to satisfactorily complete a full course of secondary education. Three types of policy options are analysed and the resultant increase in Year 12 retention is used as the single-objective effectiveness indicator. This technique represents the issues at stake within the context of a model which is amenable to economic analysis. The basic rationale is that true knowledge comes from the orderly loss of information and only the central issues are modelled. The purpose is to improve the amount and quality of information that a policy-maker has on which to base resource allocation decisions in his own portfolio. Here the relevant policy-maker is the Queensland Minister for Education. The analysis suggests that the best option may be one of consolidation, but what of the side-issues and the intangible outcomes that defy analytical study and cannot be included in finite calculations? The limitations of the cost-effectiveness technique are recognised. The focus of the study aims at increasing the usefulness of cost-effectiveness to education, through its practical application to a topical research problem and an extension of the methodology to overcome its limitations.

Cost effectiveness; Decision making; Educational administration; Educational policy; Queensland. Dept of Education

217
Tomagola T A
The differential educational characteristic of West Sumatran and West Javanese migrants in Jakarta: a socio historical approach. MAdmin: Australian National University, 1982.

This study shows, using data on West Sumatran and West Javanese life-time migrants in Jakarta and educational data of the home provinces, that West Sumatra as an area in the outer islands which was ruled directly and had an active religious movement has 'high' education while West Java which had all the reverse characteristics has 'low' education. There are big differences in educational characteristics between West Sumatran and West Javanese migrants in Jakarta just as there are in the home provinces. The two migrant groups in Jakarta tend to be self-selected to emphasise the better educated who could come from either rural or urban areas. The striking difference in educational characteristics between the two areas is due to the different course of educational development in each area. This development was mostly influenced by the failure of both the colonial government school system and the Islamic Modernist movement's school system to penetrate into rural areas of West Java.

Educational development; Education status comparison; Indonesia

218
Toomey R
Planned curriculum change: a social networks analysis. PhD: Monash University, 1982.

This thesis examines the process of planned curriculum change, defined as any attempt by an intervention group with a goal in mind to change school level curriculum practice. On the managerial view, planned change involves the logically discrete stages of development, dissemination and implementation. Proposals for change are formulated at the development stage and communicated to teachers at the dissemination stage. Dissonances between intentions and implementation actions are attributed to the shortcomings of the communication strategies and deemed as failure. Various factors support, prima facie, an argument that the managerial perspective is

an inadequate conceptualisation of the change process. Most especially, the massive amount of research pointing to the failure, defined in managerial terms, of planned change efforts provides a persuasive case for re-examinating the means-ends rationality of the process. This ambivalence in the literature about the process of planned change suggested a study of the total process: an investigation of the relationship between the development, dissemination and implementation activities of two separate efforts at planned change. Case study research methods were used to compare and contrast these two processes in a way which grounded the managerial perspective and permitted the development of a reality based conceptualisation of the process. The study suggests certain major shortcomings of the managerial perspective. Its view of the process as a 'rational' string of events involving the discrete stages of goal formulation (development), dissemination and implementation is challenged. Moreover, assumptions about the process being mostly characteristised by consensus on goals, attempts at effective communication of those goals and implementation outcomes reflecting the adequacy of the strategies used are also challenged.

Curriculum development; Educational change; Educational planning

219
Torrens R J
Participatory decision making in a New South Wales primary school: a case study. MEdAdmin: University of New England, 1982.

In order to understand the nature of participatory decision-making from both a mechanical and personnel perspective, a procedural framework was adopted as a template by which a school's decision-making processes over a two year period could be examined. Four specific research questions relating to the rationale, operation and outcome of participatory decision-making are posed as objectives for the study. The researcher, as participant observer, gathered data relating to six major decision events that occurred in the school and this information, from committees, groups, individuals and executive, provide the data for the study. Data for each event was analysed and twelve themes that were identified were each discussed in relation to the procedural framework. The findings of the study suggest that effective participatory decision-making procedures depend upon executive commitment to this type of decision process and executive facilitation of constraints such as staff power differentials and time. The thesis concludes with recommendations relating to executive and staff training, and organisational adaptations that are prerequisites for effective participation in primary schools.

Decision making; Teacher participation; New South Wales; New South Wales. Dept of Education

220
Towns D J
Equal opportunity in education. The promotion of women teachers and the Equal Opportunity Act (1977). MEd: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Education.

This study is concerned with an examination of the issue of equal opportunity and the education sector. The first section analyses the role of women in the Victorian teaching service over a hundred year period, from approximately 1880 to 1981. The period of approximately 1880 until 1925 is important as it covers the 'first wave of feminism' when women demanded the vote and expressed their feelings of dissatisfaction with their position within the teaching service. This period also covers the establishment and the demise of the Victorian Lady Teachers Association. The period 1950 until 1981 is also of importance as it covers the period often referred to as 'second wave feminism' and women, particularly married women, were increasing their participation in the teaching service. In particular the issues of equal pay, the common roll, married women in the teaching service, permanent part-time work, sexual harassment, family leave and superannuation will be analysed during this period. This study continues the theme of equal opportunity by emphasising the role of the Equal Opportunity Act (1977) as an educational issue not only in its relationship to the role of women teachers but because one of its basic duties was intended to include the task of educating community attitudes, which is complementary to the introduction of anti-discrimination legislation.

Equal opportunities (Jobs); State legislation; Teacher promotion; Women teachers; Victoria; Victoria. Education Dept; Victoria. Equal Opportunity Act (1977)

221
Townsend C J
An application of Bales' theory of leadership specialization to primary school children's small emerging groups. MEd (Hons): University of New England, 1982.

This study attempted to apply R. F. Bales' theoretical framework of small emerging groups to children. In relation to children, it investigated Bales' propositions that the emergence of a task leader, and a social-emotional leader, is a likely response to a group's need to satisfy its sociological (task) needs and its psychological (social-emotional) needs; and that status consensus is the main variable controlling the specific group leadership structure that occurs, to solve this equilibrium problem. Thirty-six experimental groups undertook a series of four problem solving tasks. Overt measurements of task and social-emotional leadership were based on Bales' Interaction Process Analysis. Covert measurements were based on post-experimental subject rankings. The results indicated that leadership specialisation, between task and social-emotional leaders, does occur in some children's small emerging groups. Status consensus was not established as the main variable controlling the form of group leadership specialisation occurring in these groups, but a number of factors inhibiting this likely finding were identified. The possibility that relevancy / legitimacy of the task to the subjects, and sex of the subjects, are important controlling variables was established.

Group dynamics; Informal leadership; Problem solving; Psychological needs; Social behaviour; Bales (RF)

222
Wadeson P J
The post war tertiary education boom in Japan. MEd: University of New England, 1982.

In the two decades following the end of World War II, Japan underwent vast changes: political, social, economic, cultural and technological. Education was a very significant part of that re-organisation. Consideration is given to the tradition of higher education in Japan. Three aspects of post-war education are considered in detail: post-war philosophy and policy, reform in general education and reforms in higher education. Through this analysis, both the direct and the indirect effects upon higher education are established. The expansion of higher education is considered in terms of demographic factors, expenditure on higher education (both governmental and non-governmental), the concept of equal opportunity for all in education, women and higher education, the nexus between the economy, the standard of living, technology and the expansion of higher education. Japan's rapid expansion of higher education brought with it certain issues, which also form part of this study. The problems associated with higher education from 1946-1970 are discussed in terms of aims of higher education, the problem of elitism and competition, teacher-associated problems and the problems among students. The question of funding and the debate on quality of education at tertiary level are also considered.

Educational change; Educational development; Higher education; Japan; 1940 - 1949; 1950 - 1959; 1960 - 1969; 1970 - 1979

223
Walker L M
Teaching thinking skills to hearing impaired children. MEd: Monash University, 1982. Thesis submitted in partial fulfilment of requirements for Master of Education by course work and minor thesis.

This study was designed to investigate the effect of teaching thinking skills upon hearing-impaired boys between the ages of eight and sixteen years. The boys attended a hearing unit attached to a non-government boys' school and have all been educated in the oral methods using speech-reading and natural language as modes of communication. The nineteen lessons used were part of the CORT Thinking Programme by de Bono (1973). The findings suggested that the thinking lessons increased the number of ideas produced and improved the quality of ideas, as measured by the more even spread of positive, negative and interesting ideas. A decrease in the number of irrelevant ideas produced was observed in those subjects receiving the thinking lessons. Additional measures showed that there might be some improvement of group social behaviour but these findings were only suggestive. The implication of these findings to the field of education of the deaf are discussed.

Cognitive processes; Communication (Thought transfer); Hearing impairments; de Bono (E)

224
Walsh M J
Environmental education and teacher training. MEd: University of New England, 1982. Thesis submitted in partial fulfilment of requirements for Master of Education.

The history and the scope of Environmental Education (EE) has been reviewed up to the present date. It is proposed that EE should become an essential component of the formal curriculum in all educational institutions, and some strategies are described which have attempted to help make this happen. Teacher training in the scope and methods of EE is necessary, and some methods for the preparation of teachers of EE are described. The conclusion is made that the in-service training of teachers is likely to be more effective than pre-service training in fostering the development of EE, and so an in-service teacher training program is outlined in detail which has been offered in Tasmania for the first time in 1981. This course offers teachers an accredited subject which contributes towards a Bachelor of Education award as well as providing an opportunity to gain an awareness of those features of EE which distinguish it from other forms of education.

Curriculum development; Environmental education; Inservice teacher education; Preservice teacher education; Tasmania

225
Wandau P M V
Staff promotion in Papua New Guinean universities. MEdAdmin: University of New England, 1982.

The principal aim of this study, was to examine the possibilities of enabling the Papua New Guinean Universities to establish effective promotion systems. The study is divided into Three Parts. Part 1 examines the current promotion systems of the Universities. Part 2 evaluates the promotion systems of the Universities, and finally Part 3 draws the general conclusions of the study, and proposes certain changes towards the improvement of the systems where required. Part 1 began with statements emphasising the significance of a viable promotion system in a university. Phase 2 is an evaluation of the current promotion systems of the Universities being examined, in light of the various theoretical views being expressed. The evaluation of an effective promotion system upon the Universities and their staff, the relationship between a promotion system and staff morale etc. Finally Part 3 summarised the principal findings of the study, and presented some recommendations for the Papua New Guinean Universities.

Academic staff; Teacher evaluation; Teacher promotion; University administration; Papua New Guinea; Papua New Guinea University of Technology

226
Wanichwetin S
Laotian refugees: their experiences on leaving Laos, in Thai refugee camps and on arrival in Australia. MEd: University of New England, 1982.

This thesis is concerned with the experiences of the Laotian refugees who came to settle in Australia. It is a description of that which they were adjusting from: Laotian religion, culture, family structure, social expectations, educational system, language and literature. It is also a description of what they were adjusting to: first in Thailand and then in Australia, and of the process of that adjustment. Using New Paradigm methodology, five Laotian families were interviewed in a semi-structured form. The interviews with each family dealt with the problems they had each encountered. The information sought related to their experiences in Laos, in Thai refugee camps and in Australia, with specific emphasis on their attempts to adjust to life in Australian society. The most obvious problems confronted by the Laotian refugees are lack of English, lack of knowledge of Western culture, and finding jobs. The other problems which are not so obvious or easy to understand are the problems of identity and belongingness, of having and not having a country and culture of one's own. The data collected here points to a need for patience and understanding on the part of the hosts while the refugees are attempting the complex task of re-constructing a coherent identity, of ceasing to become strangers.

Laotians; Immigrants; Refugees; Social adjustment; Australia; Thailand

227
Warner I N C
A taxonomy of community intervention practice: its application to community agencies and programmes which are directed towards social change and development. MEd: University of Melbourne, 1982. Thesis submitted in partial fulfilment of requirements for degree of Master of Education by major thesis.

This thesis identifies an overall heuristic taxonomy of Community Intervention Practice, which is intended for use by students, lecturers and field staff. The taxonomy is divided into five approaches, namely the Organisational Approach; the Extension Approach; the Developmental Approach; the Action Approach and the Control Approach. The taxonomy is iconic in nature, and is a simplification of the complex reality observed in community intervention practice. The thesis is divided into three sections. Part I seeks to explore the nature and complexity of the concept of 'community', and the nature of community intervention practice. Part II, which forms the bulk of this study, defines and describes the five approaches which make up the heuristic taxonomy. Part III applies the taxonomy to two differing agencies, one being a government Community Development Office project for squatter resettlement in West New Britain; the other applying the taxonomy to various projects run by an Australian Community Health Centre.

Community programs; Intervention; Social change; New Britain

228
Watt W
Parent involvement in schools: mothers' perceptions of teacher parent relationships in primary schools. MEd: University of Western Australia, 1982.

This dissertation is concerned with parent involvement in schools, and with teacher-parent relationships as one aspect of this involvement. It consists of two parts. The first one is a literature survey. This reviews arguments for the involvement of parents in the education of their children. The second part of the dissertation is concerned with an exploratory study to investigate mothers' perceptions of teacher-parent relationships in primary schools. To this end a theoretical model of an effective interpersonal

relationship based on the principles of Carl Rogers is developed. It provides the constructs for the exploratory study which investigates how some mothers have experienced their personal contacts with the teachers of their primary school children. Fifty mothers of children in government primary schools volunteered to participate in home-based, semi-structured interviews to give details about their personal, face-to-face contacts with their children's teachers. Most of the mothers reported negative reactions to their contacts with the teachers. They reported that they wanted to be involved in their children's education, but they experienced the teachers as not wanting them to be involved. The details they offered of their interactions with the teachers, their expressed feelings and reactions to those interactions and their perceptions of how the teachers reacted suggest that Rogers' conditions for effective interpersonal relationships were not met in those instances.

Interpersonal relationship; Mothers; Parent child relationship; Parent teacher cooperation; Rogers (C)

229
Weiland R L
The development of special education as a subsystem of the education of the Education Department of Western Australia, 1896-1970. PhD: University of Queensland, 1982.

During this period, within the Education Department of Western Australia, an administrative sub-system evolved to control and co-ordinate the complex interactions related to the provision of educational services for handicapped children. Not only were provisions made for the education of these children during this period, but, as a result of a number of factors, changes occurred, resulting in the visibility, identification and programmes, and, in the view of the handicapped child in general. As the perception of the handicapped child changed so also did the social allocation of responsibility as it shifted from the family to social institutions. Prior to the examination of the events that occurred within this area in Western Australia, a survey of the history of the development of special education in some selected countries was undertaken. It is argued that the evolution of special education was not a unique response to specific handicaps, but rather, part of society's attempts to cope with increasing complexity in the socialisation process. A model was proposed to account for this patterned development. However, it was considered that if this patterned development was to represent a societal response to a problem, it would be necessary to demonstrate a link to social systems in general.

Disabilities; Educational administration; Special education; Special programs; Western Australia. Education Dept; 19th century

230
White P J
A school to work transition project: description, results and part evaluation. MEd: Canberra College of Advanced Education, 1982. Field study report submitted in partial fulfilment of requirements for Master of Education.

The major purposes of this field study are twofold: firstly, to examine, briefly, the major issues in the transition of Australian secondary students from school to the world of work, and secondly, to examine one school-based and school-developed program which has been produced in response to perceived student needs in one particular school within one particular community. Whilst the emergence of school to work transition has only recently been recognised as being of major importance, it is now, as an educational issue, receiving widespread attention both in Australian and overseas. Transition programs are now also receiving considerable funding from Commonwealth Government sources. Some attempt is made to establish a particular philosophical stance - a stance which embodies those characteristics of a program considered, by this writer at least, to be essential components of any attempt by schools to come to grips with the needs of their students who are facing the process of transition. The middle section of this field study examines the approach that one particular school has adopted in the development of such a program - an examination which highlights such areas as the process of curriculum change, the clarification of expressed student needs, development of philosophical bases, sources and significance of Commonwealth funding and the political ramifications of program adoption.

Education work relationship; Federal programs; School based programs; Student adjustment; Transitional programs; Stake (R)

231
White P T
The change from nature study to science: attempts to find a realistic approach to science teaching in the primary school. MEd: La Trobe University, 1982. 144l.

The path of innovation and change in the areas of Nature Study and Science in Victorian Primary Schools is traced from 1920 to the present commencing with an examination of the changes in the stated and implied aims and underlying values of Nature Study by means of a series of minor modifications until its replacement by a more comprehensive Science programme in 1971. The development of this Science programme by the Primary School Curriculum Committee is also traced, and its mode of introduction to the schools is critically examined. The present study attempts to ascertain the extent to which the Science course has been adopted within the Catholic School System; to consider a range of factors which might affect this, and to make comparisons between the State and the Catholic school systems with relation to their implementation of the Science programme. The course met considerable resistance from teachers in both State and Catholic schools. It will be argued that this resistance could have been greatly reduced by a carefully designed, funded and implemented entrepreneurial scheme of introduction. Such a system would involve the adaptation of measures which would minimise the teachers' development of refutational defence mechanisms against the innovation, or would channel the consonance seeking efforts of a person facing dissonance, into a direction which would result in altering his opinion about the new course in such a way as to render it acceptable. Such a scheme would clearly need to address itself to the teacher and classroom factors which will be described.

Curriculum development; Educational innovation; Science curriculum; Victoria

232
Wilkinson M B
An evaluation of an intercultural studies innovation in an ACT primary school. MEd: Canberra College of Advanced Education, 1982. Field study report submitted in partial fulfilment of requirements for Master of Education.

This field study report is an evaluation of the process of development and implementation of an Intercultural Studies innovation in an ACT primary school. Initially, a description of the background and early development of the programme is presented, followed by the rationale upon which the innovation is based. A literature review section studies various general themes and specific concepts. Multiculturalism, intercultural learning and teaching strategies are examined. Also, the characteristics of an innovation are examined within the context of the project's implementation process. Aspects of the curriculum design involving innovation implementation processes and the gradual development of the curriculum framework are discussed, including a description of a model of evaluation that the study utilises. Finally, the process of the Intercultural Studies Project innovation is examined in some detail. Data presentation with data analysis and interpretation occurs accompanied by general comments from the perspective of the evaluator.

Curriculum development; Educational innovation; Intercultural programs; Program evaluation; Australian Capital Territory; Australia. ACT Schools Authority

233
Williams P J
A descriptive investigation of grade 5 avid and non avid effective readers. MEd: University of New England, 1982. Thesis submitted in partial fulfilment of requirements for Master of Education.

The major purpose of this study was to explore the avid and non avid dimension of the reading process. The results obtained have exposed cognitive and affective differences between the avid and non avid grade five effective readers of the study. Reading performance was determined by using the G.A.P. Reading Comprehension Test. In brief conclusions were as follows: (1) When asked to orally process a narrative prose text at Age Grade levels above their home grade level, avid readers performed at a higher level of effectiveness than did the non avid group. (2) When asked to silently process narrative prose that became more difficult, the avid readers in the study sample maintained an instructional level of reading for three age / grade levels more than non avid readers; that is, the non avid group reached their frustration level much quicker than did avid readers. The avid readers involved in this investigation were not willing to give up on a difficult story. Because they are highly motivated effective readers they appear to have profited because of their avidity. (3) As a group the avid readers in the study sample possessed more extensive vocabularies than did non avid readers. (4) As a group avid readers possessed more positive attitudes to reading at home, reading at school and reading and libraries.

Achievement rating; Psycholinguistics; Reading achievement; Reading habits; Goodman (P)

234
Winkles J R
The understanding and transfer of intellectual skills in simple trigonometry. MEd: Monash University, 1982.

This thesis is about the learning of intellectual skills in mathematics. In particular, it is about how different emphases in instruction may leave students equipped for different sorts of performances in relation to the same body of learned skills. The model underlying the work is White's (1981) 'learning paradigm 2': Instruction: Memory: Performance. A review of parts of the literature of cognitive psychology and mathematics education particularly related to the learning of intellectual skills leads to proposals about the different types of performance which should be looked for arising out of different memory structures built up by participation in different learning experiences. Simple achievement is proposed as a basic performance of the learned skills which can be established by rote instructional procedures. Lateral and vertical transfer are defined and proposed as performances which demonstrate that the learner has extended his or her cognitive structure beyond the simple body of learned skills by the application of cognitive strategies. Instruction aimed at promoting the sort of cognitive structure in which this will be possible is proposed to be that which emphasises the common features and links between different skills. Such instruction, emphasising explanations, is characterised as instruction for 'understanding'. Retention of learned skills over a period of time is proposed as a third type of performance which may be possible when those skills have a 'relevance' to other parts of the learner's memory structure.

Cognitive processes; Intellectual development; Trigonometry

235
Wolfe E
Multicultural education: an account of the construction of an object of public knowledge. MEd: University of Melbourne, 1982.

This thesis examines major statements about Multicultural Education enunciated by Federal government bodies over the past decade. In doing so, it seeks to identify the ideological aspects of the knowledge thereby constructed, and to determine the manner of that construction within an historical context. In particular, it is argued that, by almost entirely ignoring the issue of social class, and concentrating on ethnicity as the major issue to be addressed, Multicultural Education has become a means of ideological control in the education system of our society. An examination of models of Multicultural Education is also carried out, informed by concepts drawn from core curriculum theory. This leads to a model, presented in curricular terms, which avoids the inconsistencies that are identified in the analysis of the major statements.

Curriculum; Ethnicity; Multicultural education

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Yap L
A language analysis of assimilation / accomodation of folk / fairy tales by 6 - 8 year olds, through time interval tape recordings of narrative retellings. MEd: University of Adelaide, 1982. No abstract.

Folk culture; Language processing; Story telling

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Yiman Y
Education and development: assessment of the role of education in socio-economic change in Ethiopia. MEd: University of Sydney, 1982. Long essay in partial fulfilment of the requirements for the honours degree of Master of Education.

One of the social phenomena persisting throughout the long history of Ethiopia was the slow pace of the speed of socio-economic development. For centuries, the ordinary people were left without the least opportunity for education. After the revolution of 1974 the new government continued to rely on the national educational system for interpreting its economic, cultural, scientific and technological objectives. Accordingly, schools have become far more relevant to the goals of socio-economic transofrmation. The basic and primary schools controlled by the revolutionary grassroots associations are seeking to integrate learning activities with the local and national objectives of 'Ethiopian Socialism' for the achievement of economic goals. Secondary institutions falling under the control of the revolutionary higher urban and rural association are in the process of developing middle level manpower needed in the farms and industries. The higher education institutions are controlled by a Higher Education Commission which has the responsibility of interpreting the 'Ethiopia Socialism' policies of the Government in terms of skills, values, attitudes and knowledge needed for economic development. Like the schools of the socialist countries in the past, Ethiopian schools are expected to shoulder greater responsibility in preparing society for the goal of national development. Considering this effective use of education as a tool for interpreting economic and political goals of the government, significant economic results are not impossible to achieve, even before the end of this decade.

Educational history; School administration; School role; Socioeconomic influences; Ethiopia; Mass instruction

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Zheng R X
Speech act analysis: written conversations from novels and adult English teaching materials, with special reference to indirect directives. MEd: La Trobe University, 1982. 139l.

Speech act theory has considerable influence on communicative language teaching. In this approach meaning and the uses to which language is put play a central part. This is closely related to the central core of speech act theory, namely, what one does when one uses language. It is the purpose of this thesis to show that it is desirable to pay attention to speech acts in language teaching. To achieve this aim, speech acts in written conversations have been analysed. Throughout the analysis an attempt has

been made to demonstrate how many different functions language fulfills, and to show the type of speech act learners of English are likely to encounter. This thesis attempts to demonstrate that the teachers will benefit from understanding the potentials of speech act theory, and should take the theory into consideration when planning their language teaching syllabi and adopting a particular methodology.

English teaching; Oral English; Speech communication

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